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ABSTRACT

An administrative survey of Adult Basic Education (ABE) programs in Pennsylvania during fiscal 1982-83 indicated that, although the level of funding for adult education programs was reduced from 1981-82 and 1982-83, progress was made in increasing the availability of programs throughout the state. However, the rate of enrollees who dropped out of the program before completing 12 hours or before meeting their personal objectives increased. In addition, 290 fewer classes and 2,970 fewer students were served. Demographic characteristics of the students enrolled in 1982-83 were similar to those of students enrolled in the past year. With a 6.6 percent decrease in vocational staff from the previous year, an analysis of job function showed an increase in the proportion of supervisors and decreases in the number of administrators. Despite problems arising from insufficient funding, data from the survey suggest that administrators of the Pennsylvania ABE programs are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. (MN)

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Administrative Survey of Fiscal Year 1982-83

Adult Basic Education Programs in the Commonwealth of Pennsylvania

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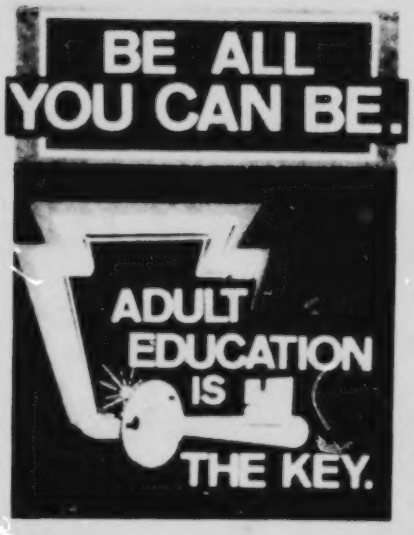

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ADMINISTRATIVE SURVEY OF FISCAL YEAR 1982-83

ADULT BASIC EDUCATION PROGRAMS IN THE

COMMONWEALTH OF PENNSYLVANIA

John T. Cica

Division of Research and Evaluation

Pennsylvania Department of Education

November 1983

Prepared under Project No. 98-4025
for the Adult Basic Education Section
Division of Adult and Continuing Education
Pennsylvania Department of Education
Harrisburg, Pennsylvania 17108

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ABSTRACT

Although the level of funding for adult education programs was reduced from 1981-82 to 1982-83, progress was made in increasing the availability of programs throughout the state and the diversity of program sponsors. Progress was also made in decreasing the overall rate of premature separations. However, the rate of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective increased. In addition, due to rising costs and a reduction in the federal grant there were 290 fewer classes and 2,970 fewer students were served.

Demographic characteristics this year were similar to past years for the 30,234 students who received 12 or more program contact hours or met their personal objectives in less than 12 hours. The student population continued to be young, single, and nearly equally divided between males and females, with females slightly outnumbering their male counterparts. Although most of the participants were White, minority group members were represented in larger proportions in the student group than in the target population.

Most often, students indicated that obtaining a diploma was the reason they were participating. A student found out about the ABE program more often from a friend, relative, or another student than from any other source. Human service agencies referred 12.6 percent of the students.

Information received from 2,000 staff members in 1982-83 reflected a decrease in staff of 6.6 percent from 1981-82. The ratio of students to staff dropped from 16 to 1 in 1981-82 to 15 to 1 in 1982-83. Job function showed an increase in the appropriation of supervisors and a decrease in the proportion of administrators. For the second straight year, female staff members outnumbered male staff. Although the average hourly wage increased for part-time administrators and full-time supervisors, it decreased for both full- and part-time teachers.

The cooperation with other agencies, efforts to increase enrollments and retention, special efforts to serve special target groups, infusion of adult competency curricula into the programs and diversity of special projects suggest that the administrators of the Pennsylvania Adult Basic Education programs are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. The problems these administrators encountered, most notable insufficient funding, often hampered their ability to provide all the services that were needed, but many administrators indicated that they were seeking innovative ways to overcome these problems. Meeting these challenges has been the program's greatest success.

INTRODUCTION

This annual report summarizes and describes the efforts of the Commonwealth of Pennsylvania in adult education for the period of July 1, 1982 to June 30, 1983. The report is based upon information provided for every program funded under the Adult Education Act of 1966, as amended November 1, 1978 (P.L. 95-561). Funds were provided under Section 306 for Adult Basic Education, including English as a Second Language, and Adult Secondary Education programs. Unless otherwise noted, all will be referred to as Adult Basic Education (ABE) programs. When General Educational Development (GED) programs are indicated, they include external high school diploma programs. Various parts of this report will refer to projects funded under Section 310 of the Act. These projects are funded for special experimental demonstration projects and staff development projects.

The annual survey is a major product of the management information system for the Division of Adult and Continuing Education. This system is designed to measure the extent to which the goals and objectives of the Adult Education State Plan, 1983-1985, have been accomplished. The report disseminates information about the statewide ABE program to local ABE staffs for their use in program planning. Other formal dissemination mechanisms include Individual Program Summary Reports (analyses of each program's student and staff characteristics) and regional and statewide staff development workshops conducted by the Division of Adult and Continuing Education.

As in previous years, this report for fiscal year 1982-83 provides a statistical and descriptive profile of ABE programs, staff, and students, and a summary of the narrative descriptions submitted by administrators. Information concerning students, (both demographic and impact), staff, and program operation was received from all 236 programs that operated during this reporting period. This is the first time that this has occurred. The report also contains four appendices: Appendix A contains the data collection instruments, Appendix B contains the statistical section of the federal report, Appendix C lists ABE program information by county, and Appendix D provides a list of the projects funded in 1982-83 under Section 310 of the Adult Education Act, and abstracts describing their efforts.

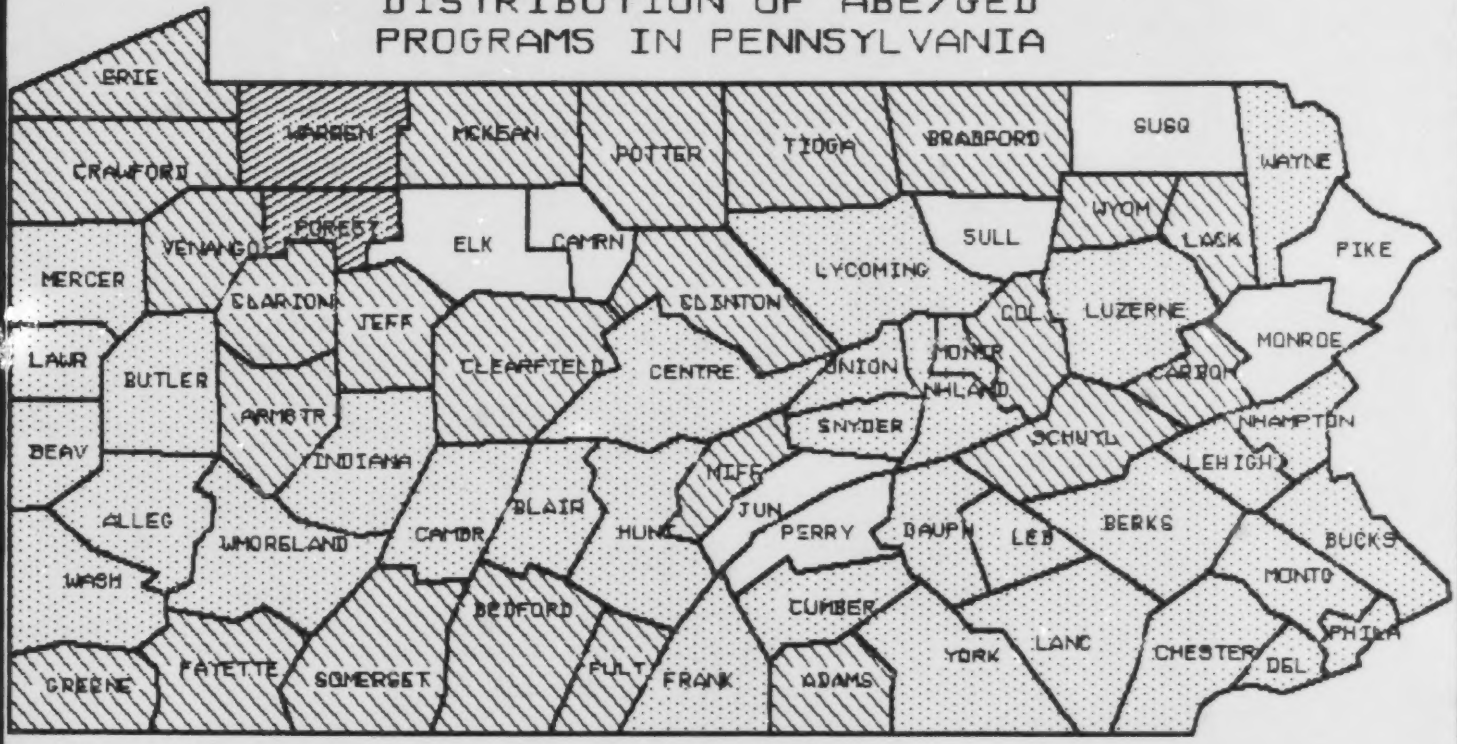
PROGRAM CHARACTERISTICS

Although the level of funding Pennsylvania received under the Adult Education Act was reduced to $4,813,015 for this reporting period, Adult Basic Education programs in the state continued to make progress in providing educational opportunities for undereducated adults in 1982-83. Community-based programs or services, such as those sponsored by local school districts (LEAs), intermediate units (IUs), colleges/universities and public/private nonprofit agencies, were provided in 57 of Pennsylvania's 67 counties (85.1 percent). Thirty-five of these counties also had institutional ABE/GED programs, such as those at correctional institutions and state hospitals, where the students are residents at the institutions. Warren County had only an institutional program which also served institutionalized inmates of Forest County, bringing the total number of counties served in 1982-83 to 59, or 88.1 percent. The location of these counties is shown on the map on page 3, and Table 1 shows the distribution of the programs serving each county. In addition, eight Section 306 programs extended their services into previously unserved areas in the past year but did not extend into unserved counties.

The map on page 3 also shows the location of the eight counties that did not have ABE/GED services in 1982-83. Six of these counties are in the sparsely-populated northern tier of Pennsylvania. All eight counties comprise two percent of the State's population. Therefore, although further progress could be made in reaching every county, the vast majority of eligible adults have access to adult basic education. Furthermore, the ABE program is publicized through the Pennsylvania Adult Education Mid-Winter Conference, letters to the Chief Executive Officer of local school districts, colleges, universities and IUs, letters to previously funded ABE program directors, the Pennsylvania Federal Coordinators' Conference and the Pennsylvania Bulletin. Thus, it can be assumed that the Pennsylvania school districts and intermediate units in the unserved areas were aware of the availability of ABE funds but did not choose to apply for funding. Lastly, students from all Pennsylvania counties participated in the 1982-83 ABE program, indicating that many students participate in programs outside the counties in which they reside.

One hundred twenty-seven different agencies sponsored Section 306 ABE programs in Pennsylvania in 1982-83. This number represents an increase of six ABE sponsors over the previous year. Table 2 shows that school districts continued to sponsor most of the programs. However, sponsorship by nonprofit agencies, which have only been eligible for funding for four years, is increasing. The number of intermediate units sponsoring programs has remained the same, and the number of colleges and universities sponsoring programs increased by one. In addition, the Pennsylvania Department of Education sponsored 16 programs in state correctional institutions through its Division of Correction Education.

FIGURE 1
DISTRIBUTION OF ABE/GED PROGRAMS IN PENNSYLVANIA



COUNTIES WITH COMMUNITY ABE/GED PROGRAMS
COUNTIES WITH INSTITUTIONAL ABE/GED PROGRAMS
COUNTIES WITH BOTH TYPES OF ABE/GED PROGRAMS
COUNTIES WITH NO ABE/GED PROGRAMS

Table 1
Distribution of Section 306 Programs Serving Pennsylvania Counties

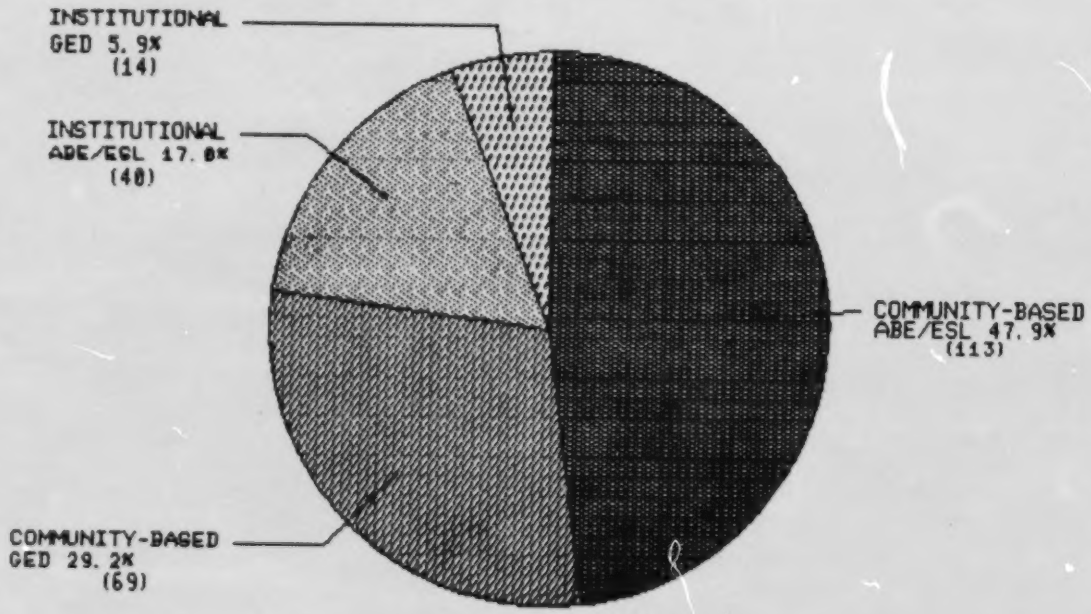
County	Number of Institutional Programs Providing Services	Number of Community-Based Programs Providing Services	County	Number of Institutional Programs Providing Services	Number of Community-Based Programs Providing Services
Adams	-	1	Lackawanna	-	3
Allegheny	5	14	Lancaster	1	5
Armstrong	-	3	Lawrence	1	3
Beaver	1	2	Lebanon	1	3
Bedford	-	2	Lehigh	2	2
Berks	3	4	Luzerne	1	5
Blair	1	3	Lycoming	2	2
Bradford	-	5	McKean	-	3
Bucks	1	9	Mercer	3	6
Butler	1	2	Mifflin	-	2
Cambria	1	4	Monroe	-	-
Cameron	-	-	Montgomery	3	12
Carbon	-	1	Montour	1	3
Centre	2	4	Northampton	2	6
Chester	2	7	Northumberland	1	3
Clarion	-	2	Perry	-	-
Clearfield	-	2	Philadelphia	1	9
Clinton	-	1	Pike	-	-
Columbia	-	3	Potter	-	2
Crawford	-	4	Schuylkill	-	3
Cumberland	3	4	Snyder	1	3
Dauphin	5	7	Somerset	-	2
Delaware	4	13	Sullivan	-	-
Elk	-	-	Susquehanna	-	-
Erie	-	9	Tioga	-	1
Fayette	-	3	Union	2	2
Forest	1	-	Venango	-	1
Franklin	1	4	Warren	1	-
Fulton	-	2	Washington	2	6
Greene	-	1	Wayne	1	1
Huntingdon	2	2	Westmoreland	2	5
Indiana	1	2	Wyoming	-	1
Jefferson	-	1	York	1	4
Juniata	-	-			

Table 2
Distribution of Program Sponsors

Type of Sponsor	1982-83	1981-82	1980-81
School Districts	74	73	74
Intermediate Units	22	22	23
Public/Private Nonprofit Agencies	24	20	15
Colleges/Universities	6	5	4
Pennsylvania Department of Education	1	1	1
TOTAL	127	121	117

In 1982-83, the 127 sponsors were funded for a total of 236 programs, or 16 programs less than in 1981-82. The greatest proportion of these programs (47.9 percent) were community-based ABE/ESL programs (Figure 2), followed by community-based GED programs (29.2 percent).

Figure 2
Types of Programs Funded



Although progress was made in increasing the distribution of opportunities to participate in adult education programs throughout the state and in the diversity of program sponsors, rising costs and a reduction in the federal grant resulted in 290 fewer classes being provided in 1982-83. Table 3 shows that the effect was that 2,970 fewer students (defined by the U.S. Department of Education, or DOE, as enrollees who completed 12 or more program contact hours or met their personal objective in less time) were served. The number of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective in less time increased from 9.2 percent in 1981-82 to 13.6 percent during the past year.

Table 3
Participation in Section 306 Programs

	1982-83	1980-81	Decrease
Number of adults enrolled	35,042	36,608	1,566
Number of students who completed 12 or more contact hours or met their objective in less time	30,284	33,254	2,970

Class Sites

ABE sponsors conduct classes in many different locations. Table 4 shows the enrollment for each type of class site for the past three years. In 1982-83, junior/senior high schools accommodated the greatest number of students, as in 1981-82, serving 26.5 percent of the students. Learning centers, which are defined as settings featuring extensive use of programmed instruction, flexible participant scheduling and attendance, and are open for extended periods of time daily, also served a large proportion of students (23.8 percent). Community centers, including outreach sites such as libraries, churches, and YM/YWCAs, and correctional institutions (county, state and federal) ranked third and fourth, respectively, in accommodating students for the past three years. It should also be noted that enrollments in programs at hospitals and at business/work sites decreased substantially in 1982-83. Enrollments continued to increase at elementary schools, and the enrollment at vo-tech schools returned to the proportion observed in 1980-81.

Table 4
Enrollment by Class Site

	1982-83		1981-82		1980-81	
	Number of Students	%	Number of Students	%	Number of Students	%
Junior/Senior High	8,012	26.5	8,098	24.4	8,625	23.0
Learning Center	7,210	23.8	7,989	24.0	10,021	26.7
Community Center	5,540	18.3	5,533	16.6	6,653	17.7
County Prison	1,579	5.2	2,039	6.1	2,456	6.5
Institution for Handicapped	1,491	4.9	1,594	4.8	1,179	3.1
Federal/State Correctional Institution	1,299	4.3	1,550	4.7	1,872	5.0
Elementary School	1,038	3.4	926	2.8	698	1.9
Vo-Tech School	723	2.4	590	1.8	900	2.4
Hospital	589	1.9	1,060	3.2	1,883	5.0
Community College	547	1.8	586	1.8	188	0.5
Business/Work Site	186	0.6	423	1.3	609	1.6
Four-Year College	--	--	--	--	394	1.1
Other	1,595	5.3	1,948	6.0	1,896	5.1
No Response	475	1.6	918	2.8	170	0.4
TOTAL	30,284	100.0	33,254	100.0	37,544	100.0

As previously mentioned, 290 fewer classes were funded in 1982-83. The average number of classes per program also decreased from six in 1981-82 to five. The distribution of day and evening classes remained the same for both years, with 57 percent of the classes being held during the evening. Table 5, however, shows that more of the institutional classes were held during the day. The average class accommodated 25 students.

Table 5
Distribution of Classes

Level of Instruction	Institutional		Noninstitutional		
	Day	Night	Day	Night	TOTAL
ABE	74	69	332	390	865
GED	12	15	103	218	348
TOTAL	86	84	435	608	1,213

Enrollment by Entry Level

Students in basic education classes are enrolled at one of three levels: English as a Second Language (ESL), grades 0 to 4, and grades 5 to 8. Adult secondary programs include grades 9 to 12. Table 6 shows the distribution of enrollment by these entry levels for six years. The figures show that the proportions of students enrolled at the ESL and 0-4 levels have dropped to their lowest points since 1978-79 while the proportion of students enrolled in secondary education programs is at its highest point during this six year period. In fact, it is at the highest point since 1974-75, when it was 28 percent.

Table 6
Enrollment by Entry Level

	Enrollment						
Entry Level	1982-83 Number	1982-83 Percent	1981-82 Percent	1980-81 Percent	1979-80 Percent	1978-79 Percent	1977-78 Percent
ESL	3,737	12.3	13.2	13.2	12.8	10.0	9.4
0-4	5,365	17.7	20.4	20.6	18.6	17.0	21.5
5-8	14,217	47.0	44.7	46.3	46.4	52.2	47.1
9-12	6,965	23.0	19.5	19.7	21.7	20.8	20.0
Not Reported	---	---	2.2	---	0.5	---	2.0
TOTALS	30,284	100.0	100.0	100.0	100.0	100.0	100.0

Status of Enrollees at End of Program

Table 7 shows that the progress made in increasing the retention/completion rate for 1981-82 was short lived. The rate for the ESL students approached the level observed in 1980-81, and the rate for the 0-4 students dropped another one-half percent. Rates for the students enrolled in the 5-8 and 9-12 levels also decreased, but are still above the rates observed in 1980-81. The highest retention/completion rate observed was for the secondary education students, as has been the case for a number of years. The completion rates for all levels of instruction have also fallen, with the largest drop found in level 5-8 (7.9 percent). In fact, the overall completion rate has steadily fallen from 1979-80, when it was 47.2 percent, to the present 34.1 percent. On the other hand, the percentage of students who remained at their entry level has increased from 22.8 in 1979-80 to 33.2 in 1982-83. It is interesting to note for beginning students the trend of an increasing proportion of students remaining at their entry level and the decreasing proportion of students passing their entry level while at the same time the retention/completion rate remains virtually constant.

Table 7
Retention/Completion Rates

Entry Level	Retention Rate			Completion Rate			Total Retention/ Completion Rate		
	82-83	81-82	80-81	82-83	81-82	80-81	82-83	81-82	80-81
ESL	39.1	39.4	17.5	25.6	32.0	46.9	64.7	71.4	64.4
0-4	44.1	43.0	26.9	18.3	19.9	37.0	62.4	62.9	63.9
5-8	33.9	28.5	17.5	33.4	41.3	45.2	67.4	69.8	62.7
9-12	20.1	20.5	8.0	52.0	52.7	60.7	72.1	73.2	68.7
TOTAL	33.2	31.6	17.4	34.1	37.8	47.0	67.2	69.4	64.4

Over 33 percent of all the students in the ABE programs remained at entry level. This does not necessarily indicate a lack of progress since these students may have progressed within their levels or enrolled in a program near its end. Proportionally more primary students (entry level 0-4) remained at entry level. In contrast, secondary students (entry level 9-12) were most likely to complete their entry level. This trend has been observed for the last several years.

Table 8 shows the distribution of students who completed at least 12 program hours but left the program without completing the course level requirements (early separations). The figures for 1982-83 show the rate of early separations at the ESL level approaching that of 1980-81. The separation rate increased proprotionately for all levels. However, the overall separation rate declined for the second consecutive year. (Note: this is due to the large number of students enrolled at the intermediate level.) Furthermore, many of the students left their programs prematurely for positive reasons such as meeting their personal objective, becoming employed or accepting a better job. These reasons will be discussed in the Student Characteristics section of the report.

Table 8
Early Separations*

Entry Level	1982-83 Percent	1981-82 Percent	1980-81 Percent
ESL	35.3	28.6	35.6
0-4	37.6	37.1	36.1
5-8	32.7	30.2	37.3
9-12	27.9	26.8	31.3
TOTAL	29.6	30.6	35.6

*Separated after 12 or more program contact hours or did not meet personal objectives in less than 12 hours.

Contact Hours

Table 9 shows the average number of instructional, other contact and total contact hours students in the Section 306 adult education programs received in 1982-83 and whether the figures given are greater or less than in the preceding year. It should also be noted that the averages for ABE/ESL students are greater than those for GED students since ABE/ESL programs generally operate for 200 hours, whereas GED programs operate for 100 hours. The actual instructional hours, though, are less than the program length since most of the programs are open entry and GED students generally withdraw from the program when they pass the GED test.

Table 9 shows that ABE/ESL students received an average of 66.9 hours of instruction, an increase from an average of 65.3 hours in 1981-82. The averages ranged from a low of 46.9 hours of instruction at vo-tech schools to a high of 153.9 hours at institutions for the handicapped. GED students received an average of 46.7 hours of instruction, which is 1.5 hours more than the year before.

Seventy-two percent of all ABE students received services in addition to instruction in the adult education programs. These services included counseling, testing and other services and averaged 2.7 hours for ABE/ESL students and 2.6 hours for GED students.

Program Cost

As previously mentioned, funding for the adult education programs in Pennsylvania under the Adult Education Act was reduced to $4,813,015 for the past year. These funds provide for the operation of the programs funded under Sections 306 and 310 of the Act and the administration of the program. In 1982-83, $4,329,660 (which includes carry-over monies) were allocated to local agencies/institutions for the operation of the Section 306 programs described in this report. These funds are primarily used for instructional salaries, textbooks, other teaching materials and in-service training. In addition, grantees are required to contribute a minimum of 10 percent of the grant award to the program, which usually includes the facilities, maintenance costs, electricity, heat and other services. During the current reporting period, over 1.9 million hours of service (both instructional and other contact hours) were provided to students enrolled in ABE programs in Pennsylvania. With the 10 percent local match, the "accountable" cost per contact hour is estimated to be $2.45.

Table 9
Average Instructional, Other Contact and Total Program Contact Hours and Change from 1981-82*

Class Sites	Level of Instruction	Average Instructional Hours	Average Other Contact Hours	Average Total Program Contact Hours
Elementary School	ABE	56.8 +	4.1 +	60.8 +
	GED	44.2 +	2.7 0	46.9 +
Junior/Senior High	ABE	62.4 -	3.0 -	65.4 -
	GED	47.1 +	2.1 -	49.2 +
Learning Center	ABE	62.7 +	3.6 -	66.3 +
	GED	50.6 -	3.4 -	54.0 -
State or Federal Correctional Institution	ABE	75.4 +	1.6 -	77.0 +
	GED	61.5 +	1.4 -	62.9 +
County Prison	ABE	65.7 -	1.9 -	67.6 -
	GED	46.5 +	1.4 -	47.9 +
Hospital	ABE	55.8 -	1.9 -	57.7 -
	GED	59.4 +	2.2 -	61.6 +
Institution for Handicapped	ABE	153.9 +	2.1 -	155.9 +
	GED	46.0 -	1.3 -	47.3 -
Vo-Tech School	ABE	46.9 -	2.6 +	49.5 -
	GED	46.0 -	1.1 -	47.1 -
Business/Work Site	ABE	55.2 -	1.0 -	56.2 -
	GED	--- -	--- 0	--- -
Community Center	ABE	53.0 +	2.3 -	55.3 +
	GED	32.1 -	3.8 +	35.9 -
Community College	ABE	53.8 +	4.6 -	58.4 +
	GED	34.5 +	5.1 +	39.7 +
Other	ABE	72.4 +	1.3 -	73.7 +
	GED	50.6 +	2.3 -	52.9 +
TOTAL	ABE	66.9 +	2.7 -	69.6 +
	GED	46.7 +	2.6 -	49.3 +
Students Who Separated Prematurely	ABE	48.1 +	2.2 -	50.4 +
	GED	29.4 +	2.3 -	31.6 +
Students Who Remained at Entry Level	ABE	73.1 -	2.5 -	75.5 -
	GED	53.5 -	2.8 -	56.3 -
Students Who Passed One or More Levels	ABE	77.1 +	3.5 -	80.6 +
	GED	53.4 +	2.7 -	56.1 +
Students Who Met Their Objectives in Less Than 12 Program Contact Hours	ABE	4.8 -	1.4 -	6.2 -
	GED	5.1 -	1.1 -	6.2 -

*A "+" beside a number indicates that more time was completed in 1982-83 than in 1981-82; a "0" indicates no change from 1981-82; and, a "-" indicates that more time was received in 1981-82 than in 1982-83.

Summary

Although the level of funding for the adult education programs was reduced from 1981-82 to 1982-83, progress was made in increasing the availability of programs throughout the state and the diversity of program sponsors. Progress was also made in decreasing the overall rate of premature separations. However, the rate of enrollees who dropped out of the program before completing 12 hours or meeting their personal objective increased. In addition, due to rising costs there were 290 fewer classes and 2,970 fewer students were served. In addition, the declining rate of completions and increasing rate of early separations for students enrolled at the ESL level suggest that special efforts should be considered by local program administrators to analyze the reasons for early separations to determine if this target group can be better served.

STUDENT CHARACTERISTICS

ABE programs provided instruction to 30,284 students during the 1982-83 program year. Students enrolled in the beginning level of instruction (grades 0-4) comprised 17.7 percent of this group; intermediate level (5-8) students, 46.9 percent; advanced level (9-12) students, 23.0 percent; and ESL (English as a Second Language) students, 12.3 percent. Demographic, recruitment, participation, completion, continuation, separation and impact data presented in this section reflect students who have completed 12 or more program contact hours and students who have met their personal objectives in less than 12 hours. Enrollees who separated from their program before completing 12 program contact hours or before they met their personal objectives are discussed separately at the end of this section. A copy of the Student Intake/Data Form by which the information was obtained appears in Appendix A.

Demographic Data

The ABE student population continued to be predominantly young, single, and nearly equally divided between males and females. Nearly half of the ABE students were single (49.1 percent), 34.0 percent were married, and 15.2 percent were separated, divorced or widowed. Single parents comprised 7.4 percent of the total student population, an increase over the previous year's 6.8 percent; 68.8 percent of these students were females. Only 23.9 percent of the ABE students were employed at the time of enrollment, a reduction of 1.3 percent from 1981-82 and of over three percent from 1980-81. Nearly 50 percent of the students were unemployed and available to work. The remaining students were unemployed and unavailable for the work force. That slightly more than 28 percent of the students enrolled were on public assistance did not change much from the previous year.

Table 10 displays the distribution of 1982-83 students by age and sex. The largest age group continued to be 24 and younger, and 69.7 percent of all students were younger than 34 years of age. Age and numbers enrolled were inversely related except for the two oldest groups, a trend which continues from past years.

Table 10
Distribution of Students by Age and Sex

Age	Male		Female		Sex Not Indicated		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
24 and younger	7,057	23.3	5,689	18.8	----	----	12,746	42.1
25-34	4,166	13.8	4,191	13.8	----	----	8,357	27.6
35-44	1,873	6.2	2,434	8.0	----	----	4,307	14.2
45-54	836	2.8	1,203	4.0	----	----	2,039	6.7
55-64	350	1.2	539	1.8	----	----	889	2.9
65 and older	386	1.3	1,017	3.4	----	----	1,403	4.6
Age Not Indicated	37	0.1	35	0.1	471	1.6	543	1.8
TOTAL	14,705	48.6	15,108	49.9	471	1.6	30,284	99.9*

*Does not sum to 100 percent due to rounding error.

The ratio of males to females appeared to be correlated with age. As age increased, the proportion of male students declined as the proportion of females increased. The youngest age group contained more males than females, the 25 to 34 year-old group was nearly equally divided between the sexes, and females outnumbered males in all groups over 34 years of age. This characteristic of the student population seems to be a constant one, as it surfaces year after year.

Sixty-six percent of the students enrolled were White, 18 percent were Black, seven percent were Asian or Pacific Islanders, and seven percent were Hispanic. The remaining two percent was comprised of Native Americans and individuals for whom data was missing.

Table 11 shows the distribution of students by racial/ethnic designation for the years 1978-82. Note that for 1981-82, Southeast Asian Refugee as a separate category was eliminated. This accounts for the increase in Asian or Pacific Islander students from two percent in 1980-81. The proportion of White enrollees has increased by eight percent over the last five years, while Black enrollments declined nine percent over the same period of time. The proportion of Hispanic students increased to seven percent, where it has been for three of the last five years.

Table 11
Distribution of Students by Racial/Ethnic Designation

Race/Ethnic Group	1982-83 Number	1982-83 Percent	1981-82 Percent	1980-81 Percent	1979-80 Percent	1978-79 Percent
White	19,924	66	63	62	61	58
Black	5,584	18	19	23	22	27
Hispanic	2,110	7	6	8	7	7
Asian or Pacific Islander	2,099	7	9	2	2	1
Native Americans (Indians, Eskimos)	65	*	*	*	*	*
SE Asian Refugee	---	--	--	5	5	3
Race Not Available	502	2	3	*	3	4
TOTAL	30,284	100	100	100	100	100

*Less than one percent of total.

Racial/ethnic designations listed by sex revealed, again for this year, more Hispanic and Black males than females, and more White females than White males. There were more Native American males than females, and more female Asian or Pacific Islanders than male. This was not the case in 1981-82 for these two races.

A study which identified the current ABE target population in Pennsylvania (Hanniford, et al., 1980) reported Blacks to be 11 percent and Hispanics one percent of the ABE target population. Although the proportions of Black and Spanish students were less than what was observed 1981-82, they were nevertheless higher this year than their corresponding proportions in the target population.

Recruitment

When asked to report their major reason for participating in an ABE program, 47.1 percent of the students responded that they wanted to get a diploma, an increase of 4.5 percent. The proportion of students who enrolled to improve basic skills dropped 1.8 percent during this reporting period, to 14.3 percent, and 12.5 percent enrolled to learn better English, a decrease of 1.3 percent. Only 10.2 percent of the students enrolled primarily to improve job prospects, which is also a decrease of 1.3 percent. Two years ago, over 15 percent of the students enrolled for this reason. Seven percent of the students enrolled to help them qualify for a training program. Four percent of the 1982-83 students enrolled for social reasons - the same as during the previous reporting period.

ABE recruitment occurred through both formal and informal channels. Students found out about ABE programs most often (38.6 percent) through a relative, friend or another student, an increase of two percent from 1981-82. Human service agencies informed 12.6 percent of this year's students, and 10.7 percent of the students found out via the media, an increase of 1.1 percent.

School counselors were cited by 9.4 percent of the students as the way they found out about ABE programs, a decrease of one percent, and 6.5 percent of the students were referred by institutional personnel.

Seven percent of the ABE program administrators reported recruitment problems in 1982-83, compared with 1, 6, 12, 11, and 29 percent in the five previous years. These figures indicate that recruitment problems have been reduced substantially since 1977-78 despite the dramatic increase observed this year. The overall decline may be due, in part, to the increasing number of ABE programs establishing cooperative arrangements with other agencies. It may also be linked to the reduction in the amount of funds available for ABE programs. With the number of classes reduced, fewer students are needed to fill the classes that remain, thus causing recruitment to no longer constitute a problem.

Separations

About 4.4 percent more students with 12 or more program contact hours separated prematurely this year than in the previous year. The program characteristics section of the report contains information about separations at each entry level.

Table 12 lists the primary reasons for premature separations for the years 1979-82. The largest proportion of separations in 1982-83 was attributed to the release or transfer from an institution; this reason was given for 0.2 percent more students than in 1981-82. Students who separated early because of a lack of interest comprised 11.7 percent of this group, also an increase of 0.2 percent over last year. The proportion of students who left the program early because they met their personal objective decreased dramatically to 4.5 percent. All other reasons for separating changed one percent or less.

Table 12
Primary Reasons for Premature Separations

Primary Reason	Separations 1982-83 Number	1982-83 Percent	1981-82 Number	1981-82 Percent	1980-81 Percent	1979-80 Percent
Release or transfer from institution	1,207	13.4	1,349	13.2	11.2	12.2
Lack of interest	1,054	11.7	1,182	11.5	15.9	14.7
To enter another training program	488	5.4	549	5.4	5.6	6.5
Family problem	466	5.2	517	5.0	4.0	4.5
Moved from area	464	5.2	576	5.6	4.6	4.9
To take a job	453	5.0	501	4.9	4.2	5.2
Transportation problem	425	4.7	465	4.5	3.5	3.9
Health problem	421	4.7	438	4.3	5.1	5.0
Other known reason	411	4.6	500	4.9	7.8	6.3
Met personal objective	404	4.5	996	9.7	9.2	7.0
Child care problem	329	3.7	319	3.1	2.7	2.7
Time class/program is scheduled	287	3.2	335	3.3	4.0	5.3
Financial problem	156	1.7	132	1.3	0.5	0.6
To take a better job	64	0.7	95	0.9	1.2	1.7
Location of class	34	0.4	89	0.9	---	---
Information unavailable or missing	2,335	26.0	2,186	21.3	20.5	19.5

All separations should not be viewed as failures; ABE programs had a positive impact on many persons despite their premature separations. For example, 15.6 percent of the students left programs early for the following reasons: to enter another training program, 5.4 percent; to take a job, 5.0 percent; met personal objective, 4.5 percent; and to take a better job, 0.7 percent.

Reason for separation was unavailable for 26 percent of the students who left early. Obtaining more complete information traditionally has been difficult for ABE programs. Increased follow-up at the local level would produce better statewide survey data as well as provide programs with feedback from students who separated early. However, at times such follow-up information is not practical to retrieve; in many cases, the information is truly unobtainable.

This year's data from students who separated early were tabulated by race, age, sex, entry level, and class location to provide more specific information about the separation rate and reasons for separating. Examination of separation by age group revealed that the rate of separation decreased as age increased.

This trend was also observed in the previous year. The separation rate ranged from 36.6 percent for those students who were 24 years old and younger to 7.1 percent of the students who were over 64 years of age. Some reasons for separating seem to be correlated with age. For instance, the proportion of younger adults who mentioned financial problems, child care problems, moving and lack of interest was greater than other age groups, and the proportion of older adults who cited family problems, transportation problems, and schedule problems was greater than the proportion in the younger age groups. Separation caused by health problems also increased as age rose. Younger students (34 and younger) were more apt to separate due to job-related reasons.

The separation rate for men was 3.8 percent higher than that for women (nearly half the rate for 1981-82), and some reasons for separation appeared to be indirectly related to the gender of the student. Since more men than women are found in institutions offering ABE programs, they predictably were more likely than women to designate institutional release or transfer as a reason for separation. While 13.5 percent of the males lost interest in the program and left, only 10.0 percent of the females left for this reason. Males also cited schedule problems more often than females, and more women than men attributed their separations to problems with health, transportation, child care or families. Finally, more men than women left the program to take a job or to take a better job.

The separation rate within each racial/ethnic group ranged from 23.1 percent for Native Americans to 38.7 percent for Black students. Whites, Blacks, and Hispanics designated release or transfer from institutions as a reason for separating more than the other groups. Proportionately more Asian or Pacific Islander students indicated obtaining a job, obtaining a better job, and moving as reasons for leaving the program. This was also true in 1981-82.

Separations that occurred at each entry level were discussed in Table 9 of the Program Characteristics section of this report. ESL students' most frequent reasons for separating were moving, obtaining a job, and entering another training program. Beginning students were most likely to leave because they were released or transferred from an institution, because of lack of interest, or because they entered another training program. Intermediate students indicated being released or transferred from an institution, having a lack of interest and having transportation problems as the reasons for their departure. Advanced students who left early did so because of a lack of interest, because of family problems, or because they were released or transferred from an institution.

The separation rate within each class location varied from 15.1 percent at business/work sites to 43.6 percent at county prisons. Programs operating at community centers showed the second lowest separation rate, 24.1 percent. About one-third of the students attending classes at hospitals left the program early, primarily due to a release or transfer. The reduction in the separation rate for the entire program occurred at all class locations, with the community centers and junior high/secondary schools experiencing a drop in the separation rate of about 12 percent each.

As expected, many participants in institutions cited release or transfer as the primary reason for separation. About 84 percent of all students who left county prison programs stopped attending for this reason. Enrollment in other training programs was the reason cited more frequently by students in institutions for the handicapped than by students taught at any other class location. Proportionately more students from learning centers left to take a job or because they met their personal objective. On the other hand, students from this location left more often because of a lack of interest. Nearly 40 percent of the students for which the reason for separation was unavailable attended ABE classes at a junior high or secondary school, indicating that increased follow-up at these sites is necessary.

Completions

In 1982-83, 34.1 percent of all ABE students passed their entry levels. The rate of completion for each entry level is shown on Page 8 in the Program Characteristics section. Completion rates were analyzed to determine whether they varied by age, sex, racial/ethnic group, or class location.

The completion rate ranged from 4.9 percent for the 65 and older age group to 41.0 percent for the 45-54 age group. The 35-44 age group had a completion rate of 38.8 percent, the 25-34 age group had a 37.4 percent rate. The youngest age group had a completion rate of 36.3 percent and the 55-64 age group had a 34.3 percent rate. The completion rate for males was 35.0 percent, and was 36.5 percent for females.

Racial/ethnic groups reported the following completion rates: Native American, 44.6 percent; White, 38.1 percent; Black, 31.2 percent; and Asian or Pacific Islander, 28.7 percent; and Hispanic, 28.3 percent.

Completion rates also varied by class location with hospitals, institutions for the handicapped, and business/work sites reporting the lowest rates (10.9 percent and 11.7 percent and 11.8 percent, respectively). Area vocational-technical schools and state or federal correctional institutions reported the highest completion rates (52.4 percent and 47.7 percent). Learning centers had a completion rate of 46.9 percent and junior high/secondary schools had a completion rate of 42.0 percent.

Impact Data

In addition to the frequency of completions, program accomplishments can be demonstrated through impact measures such as those listed in Table 13. The table also shows the major reason for participating in the program so that comparisons can easily be made.

Table 13
Reason for Participating in
ABE Programs and Program Impact

Major Reason for Participation	Number of Students Participating for This Reason	Number of Students Reporting Impact Data
To get a diploma or certificate	14,251	
Passed the GED test		3,782
GED Test taken--results not received		1,561
Obtained a high school diploma		599
To improve basic skills	4,338	
Improved basic skills		19,887
Was grade 0-8 or ESL and learned reading, math and writing skills		4,800
To learn the English language	3,781	
Learned the English language		2,237
To improve job prospects	3,099	
Obtained a job		1,481
Obtained a better job or salary increase		417
Removed from public assistance		280
To qualify for a training program	2,120	
Entered another education/training program		1,925
Social reasons	1,211	
To improve competency in areas other than basic skills	331	
Obtained or improved competencies in:		
Government and law		5,648
Community resources		7,269
Consumer economics		7,756
Parenting		1,174
Occupational knowledge		6,617
Health care		3,277
Other		1,381
To help children with homework	91	
To obtain citizenship	56	
Received U.S. citizenship		50
To get a driver's license	28	
Obtained driver's license		145
Other	500	
Met personal objective		1,302
Voted for first time		223
Referred to another agency (not educational) for services		4,591
Not reported	478	
TOTALS	30,284	(a)

(a) Totals to more than 30,284 students and 100 percent due to multiple responses.

Nearly 66 percent of all ABE students improved basic skills, 25.6 percent improved competency in consumer economics, and 7.9 percent of the students who were unemployed and available for work at the beginning of the program had obtained jobs, which is an increase of 1.6 percent over 1981-82. The percentage of students passing the GED test rose one percent from last year to 12.5 percent. It is likely that a number of the 1,561 students who had not received the results of their testing when their data forms were submitted have also passed the test. Over six percent of the students entered another educational or training program, and 15.2 percent were referred to other agencies for needed services.

Cumulative information is available for some items. Since 1972-73, at least 34,829 students who participated in the statewide program have passed the GED test, 12,067 have changed to or been upgraded to a better job, and 2,022 have received U.S. citizenship. In addition, 1,068 students have been removed from public assistance in the last two years. Since 1979-80, 1,062 students have received a driver's license. While these figures are cumulative, it is important to keep in mind that these figures reflect only the impact of the program on the students which has either been observed by or reported to the program sponsor during the program year in which the students have been enrolled. Impact that had been observed or reported at the local level after data forms had been submitted or months after the student left the program has gone unreported. In other words, the nature of the data collection procedure utilized in order to fulfill federal reporting requirements makes it difficult to accurately assess the progress made by students once the program year has ended.

This year, 4,286 student forms reported no impact data, which is about the same proportion (14 percent) that was observed last year. It is likely that some of these students demonstrated successful program outcomes, but either the impact observed could not be adequately measured by the data collection instrument, or the impact occurred subsequent to forms' submission. Unfortunately, the result is a probable underestimate of the full impact at the statewide and local levels. Local staff members are strongly urged to complete the impact data section of every student's data form. In fact, if this section was left blank, the form was returned to the program sponsor to determine if it had been overlooked or if the form was intentionally left blank. In other words, no apparent impact was demonstrated, observed, or reported for any of these students.

A comparison of impact items with students' reasons for participating provided a partial measure of goal attainment. Of the 3,865 GED students who stated that they attended classes to obtain a diploma, 1,664 passed the GED test and received the Commonwealth Secondary School Diploma and 293 obtained a local high school diploma. Although this is not a large number, it should be noted that it is characteristic of students who enroll in GED classes to set this as their major objective. However, most students are not functioning at the higher end of this 9-12 level, and hence do not obtain this objective as

soon as might be expected. Instead, the student progresses until he or she eventually takes and passes the GED test. In addition, as indicated earlier, a number of students took the GED test and had not received the results at the time their data form had been submitted. Of the 4,338 students who stated that they attended classes to improve basic skills, 3,329 of them, or 76.7 percent did so. Of the 3,099 students who participated because they wanted to improve their job prospects, 280 had obtained a job, 45 had obtained a better job or salary increase, and 67 were removed from public assistance. And, 579 of the 2,120 students who indicated that their reason for participation was to qualify for another educational or training program entered such a program. Finally, 17 of the 56 students who wanted to become U.S. citizens obtained their citizenship. As stated earlier, these figures probably reflect only a portion of goal attainment that actually occurred since student objectives may have been met after their impact forms had been submitted, and could not be included.

Enrollees Not Meeting Requirements for Inclusion in the Federal Report

Enrollees with fewer than 12 program contact hours who did not report meeting their personal objective were not included in the main body of this report, since federal regulations specify an official student as one who has met these criteria. Although many of those in the resulting uncounted group were very early dropouts, more than 24 percent of them appeared to be serious ABE students who either needed fewer than 12 program contact hours to complete a level, or who enrolled near their program's end and were unable to receive 12 contact hours.

The proportion of all persons enrolled in ABE programs in 1982-83 that did not meet the federal criteria to be included as students was 13.6 percent, as compared to 9.2 percent in 1981-82 and 10.9 percent in 1980-81. This percentage includes approximately 1,000 students for whom intake data, but not impact data, were received. The group of 3,757 persons for whom impact data were received closely resembles the population of students included in the main body of the report with respect to the proportions on public assistance and who were employed at the time they entered the program. Like the previous year, the proportions of Black and Hispanic students are higher in this group than in the student population, and the proportion of White students is lower. The proportion of enrollees available for work was 3.5 percent higher in this group. More of these enrollees attended classes in community centers and state or federal correctional institutions, and fewer attended classes in county prisons. Single enrollees commanded a 2.5 percent larger proportion in this group. Proportionately fewer students enrolled to get a diploma than in the larger group, and more of these students enrolled to learn better English. This was not the case for these enrollees during the previous reporting period.

No information on instructional hours was given for 10 percent of these enrollees. The remaining participants received an average of 5.6 instructional hours. Over 67 percent of the group received an average of two additional contact hours. Although 75.9 percent of the enrollees that could not be included were truly separations, the remaining 24.1 percent should not be labeled as such; 9.7 percent reported completing an instructional level and 14.4 percent remained at their entry level, generally enrolling near a program's end.

The reason for separating was available for 63.2 percent of the enrollees who left the program early. Of these, 15.6 percent left because they lost interest, 6.5 percent separated due to a release or transfer from an institution, 6.0 percent had transportation problems, 5.5 percent had child care problems, and 4.8 percent left because of schedule problems. To take a job, or to take a better job or salary increase was cited by 2.3 percent of the students in this category. Impact items showed that 28 percent of these enrollees improved their basic skills, and over 14 percent were referred to other agencies. Although these participants were not considered official students, it is important to recognize that local programs provided them with instructional and support services totaling over 24,100 hours, which had a positive impact on many students.

Summary

Demographic characteristics this year were similar to past years for the 30,234 students who received 12 or more program contact hours or met their personal objectives in less than 12 hours. An additional 4,758 students enrolled but were not included in the main body of the report since they did not meet these criteria. The student population continued to be young, single, and nearly equally divided between males and females, with females slightly outnumbering their male counterparts. Although most of the participants were White, minority group members were represented in larger proportions in the student group than in the target population.

Most often, students indicated that obtaining a diploma was the reason they were participating. A student found out about the ABE program more often from a friend, relative, or another student than from any other source. Human service agencies referred 12.6 percent of the students.

An additional four percent of the students separated prematurely this year than in the previous year. Reasons for separation were similar to previous years, with the largest numbers citing institutional release or transfer and lack of interest. More than 15 percent of these students reported positive reasons for separation. Both the separation rate and reasons for separation appeared to be correlated with age, sex, racial/ethnic group, and class location, continuing a trend of prior years. The completion rate also varied with each of these factors.

Although impact data collected in this fashion are not complete, they can be used to demonstrate to a great extent the effect of the program on its students. A large proportion of the students reported an improvement in basic skills and increased competencies on consumer economics, occupational knowledge, and community resources. In addition, a number of students, and therefore their dependents, were removed from the public assistance rolls, and a number of students obtained a job or a better job.

STAFF CHARACTERISTICS

Staff members from every ABE program were asked to complete the Staff Data Form shown in Appendix A. These forms provide information about each staff member's position in the local program and professional data including educational and employment background. Staff members from all 236 programs returned a total of 2,000 forms this year. Totals smaller than 2,000 in the following discussion reflect nonresponse to a given item by staff members who returned forms.

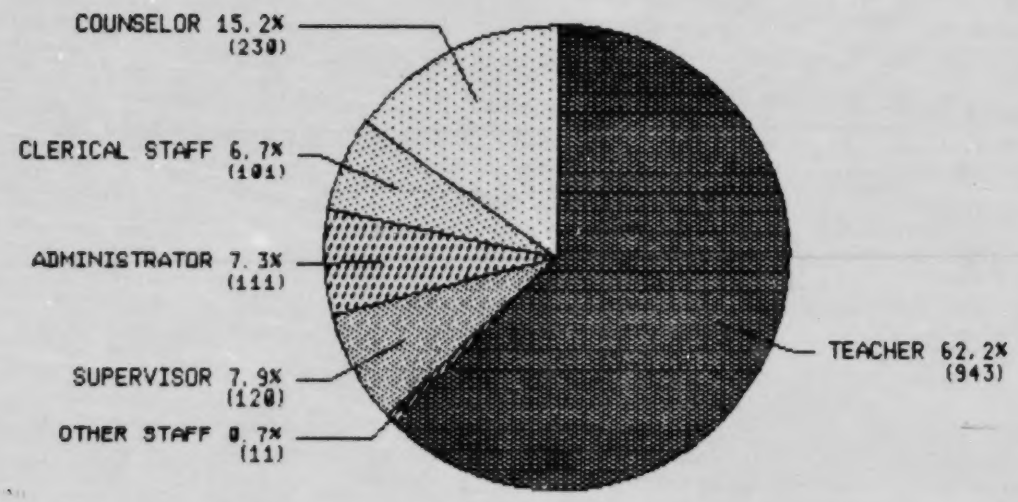
The number of staff positions reported this year decreased 6.6 percent over last year. Program staff in 236 programs this year totaled 2,000 including volunteers compared to 2,141 in the 252 programs in 1981-82 and 2,003 in 226 programs in 1980-81. The average number of staff per program for the last three reporting periods was nine. In all years, the actual number of distinct and separate staff persons is lower than reported, since individuals working with more than one program were asked to submit a data form for each program. There was a decrease in the ratio of students to staff members, from 16 to 1 in 1981-82 to 15 to 1 in 1982-83. The ratio of students to staff in 1980-81 was 19 to 1.

Only four percent of the staff members were full-time, an increase of one percent over 1981-82. There were 503 volunteers reported this year (an increase of 30 percent) compared to 369 in 1981-82, 162 in 1980-81, and 13 in 1979-80. Most volunteers were working at the beginning (0-4) level, and with literacy councils which operated Section 306 funded ABE programs. As more nonprofit agencies offer Section 306 funded ABE programs and local educational agencies expand their linkage systems, the number of volunteers will probably continue to increase, as it has the past three years. Local program administrators are encouraged to submit a Staff Data Form for each volunteer.

Primary Staff Functions

Program personnel indicated which staff positions they held. If they performed duties of more than one position, program staff ranked their positions according to the amount of time spent in each one. The proportion of staff members in each category was similar to other years, with the exception of supervisor, which decreased 1.2 percent. In decreasing order of frequency, the primary positions of paid staff members reported are shown in Figure 3.

Figure 3
Primary Positions of Paid Staff



At least 274 staff members, or 13.7 percent held two positions; 78 persons held three positions and 11 reported that they carried out four or more separate functions. Again this year, counseling was the secondary function cited most often; supervising and teaching functions were next in frequency of mention.

Table 14 shows the distribution of 1982-83 staff members by primary job function and employment status, as well as the total group employment status for the past five years. Ninety-six percent of the program personnel reported that they worked part-time (i.e., fewer than 30 hours per week). However, more than the indicated four percent of staff members may have been full-time. Some staff were associated with two or more programs, and these persons divided their total weekly hours by the number of programs with which they worked, thereby entering this analysis as two or more part-time staff members. Nevertheless, most ABE programs operated on a part-time basis with part-time staff.

Table 14
Full- and Part-Time Status* of 1982-83 ABE
Staff and Comparison With Previous Years

Staff Function	Full-Time		Part-Time		Volunteer		TOTAL	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Administrator	2	1.9	98	90.7	8	7.4	108	100.0
Supervisor	5	4.2	113	95.0	1	0.8	119	100.0
Teacher	49	5.2	886	94.5	3	0.3	938	100.0
Counselor	6	2.6	219	96.5	2	0.9	227	100.0
Aide/Para-professional					16	100.0	16	100.0
Clerical Support	13	12.9	84	83.2	4	4.0	101	100.1**
Other Staff	2	20.0	6	60.0	2	20.0	10	100.0
Tutors					467	100.0	467	100.0
TOTAL 1982-83	77	3.9	1,406	70.8	503	25.3	1,986	100.0
TOTAL 1981-82	62	2.9	1,701	79.8	369	17.3	2,132	100.0
TOTAL 1980-81	97	5.0	1,696	86.8	162	8.3	1,955	100.1**
TOTAL 1979-80	77	4.7	1,538	94.5	12	0.7	1,627	99.9**
TOTAL 1978-79	170	8.1	1,929	91.6	8	0.4	2,107	100.0

*Staff members were considered full-time if they worked 30 hours or more per week in a single ABE program.
**Do not sum to 100 percent due to rounding error.

The proportion of part-time staff members increased this year, probably due to the fact that the volunteer teachers reported in 1981-82 are now being counted in a new category, "tutor," which was added in 1982-83. The same effect was observed for the "other" staff category. The number of part-time teachers actually decreased from 1,051 last year to 886 for the current reporting period. These reductions are directly related to the decrease of federal support for the project, and to increased costs.

Before 1980-81, most of the volunteers were administrators or supervisors, but in that year and again in 1981-82, the majority of volunteers were in the "other" category. With the institution of the "tutor" category this year, the majority of the volunteers shifted from these categories. A total of 467 staff indicated that they were tutors. This reflects the encouragement of volunteer tutors to complete Staff Data Forms for programs in which they participate.

Although most staff members were paid from federal ABE funds, some received compensation from other sources. Of those who indicated their source of funding, 71.9 percent received ABE funds, 3.5 percent were paid from other sources, and 24.6 percent were volunteers. Administrators represented 41.4 percent of those paid from other funds, a decrease of 7.7 percent from the previous year.

Compensation

Table 15 includes information about staff compensation from 1978 through 1982. The table shows the range in hourly compensation this year, the average rate of change since last year, and a comparison of average hourly wages since 1978. Compensation this year ranged from $3.35 to $29.28 per hour for part-time staff members and from $3.99 to $22.28 per hour for full-time staff.

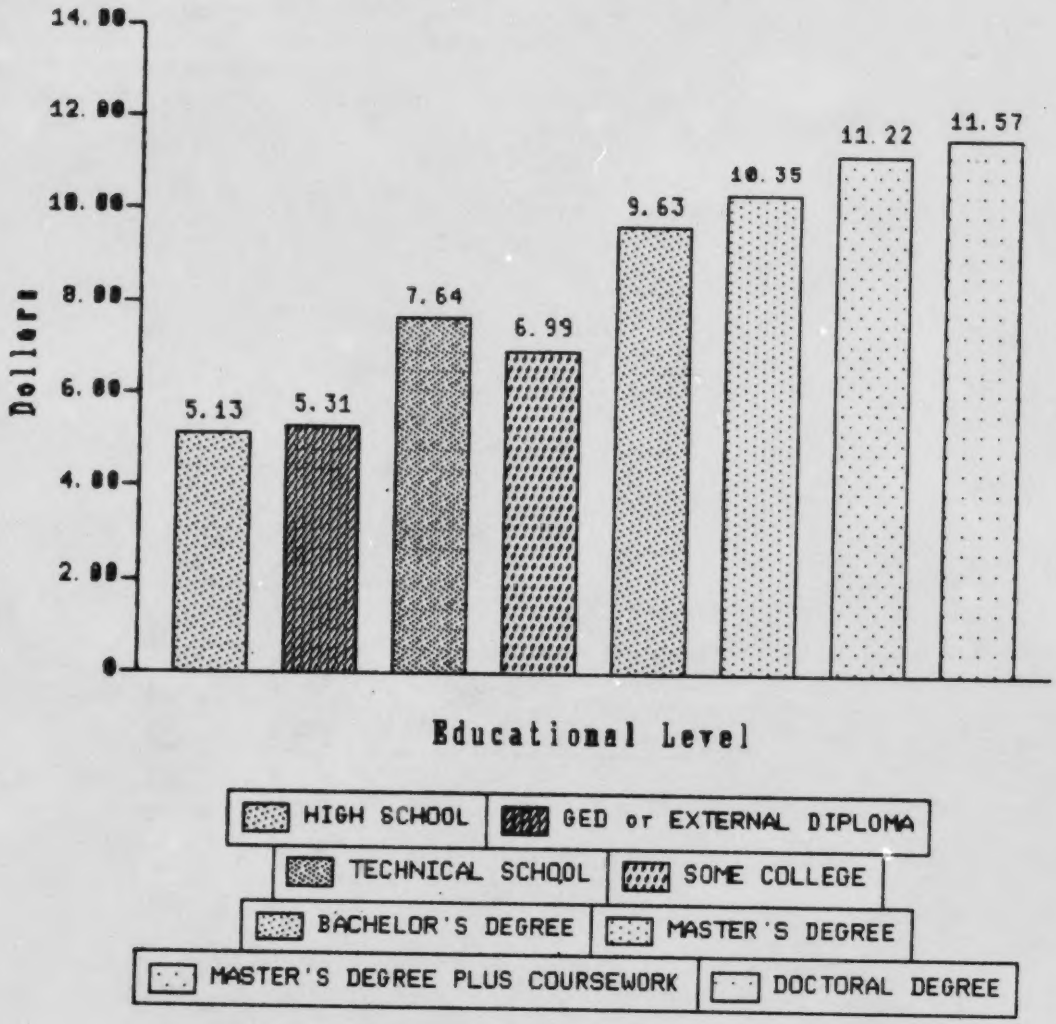
Table 15
Staff Compensation

Staff Category	Range in $/Hour 1982-83	Average $/Hour 1982-83	1981-82	1980-81	1979-80	1978-79	Percent of Change 1981-82 to 1982-83
Administrator							
Full-Time	4.85 - 8.30	6.58	8.58	7.72	---	11.95	-23.3
Part-Time	5.00 - 25.00	12.77	11.18	10.82	10.23	11.52	14.2
Supervisor							
Full-Time	11.90 - 20.03	17.10	12.63	11.90	11.14	10.86	35.4
Part-Time	5.35 - 20.03	11.33	11.46	10.69	10.19	9.64	- 1.1
Teacher							
Full-Time	4.00 - 22.28	11.28	11.81	10.25	9.83	9.52	- 4.5
Part-Time	5.75 - 29.28	10.07	10.14	10.01	9.22	8.88	- 0.7
Counselor							
Full-Time	7.65 - 18.39	11.77	11.47	13.74	10.02	8.94	2.6
Part-Time	6.00 - 24.04	10.32	10.16	9.28	8.95	8.57	1.6
Clerical							
Full-Time	3.99 - 10.63	5.89	6.62	5.93	5.11	5.35	-11.0
Part-Time	3.38 - 7.26	5.10	5.10	5.89	4.86	4.44	---
Other							
Full-Time	5.60 - 21.33	13.47	10.52	5.10	12.05	7.22	28.0
Part-Time	3.35 - 15.25	8.08	5.76	6.43	6.53	4.58	40.3

Average compensation was significantly higher for full-time supervisors and part-time administrators. Large increases were also found in the "other" category but can be discounted because of the different types of staff members included there, and because of the small number of paid staff members included in the category. The largest decreases in average compensation were found in the full-time administrator and full-time clerical staff categories.

The average hourly rate of pay also closely reflected the highest educational level attained. As was the case in 1981-82, there is a close, but imperfect relationship, as shown in Figure 4.

Figure 4
Average Pay Rate for Each Educational Level



Demographic Data

As in other years, the majority of staff members were between 25 and 44 years of age, with 63.8 percent of the 1982-83 group in this age cohort. The proportion of program personnel who were over 44 was more than 28 percent.

Table 16 compares staff distributions by race and sex for the past six years. For three of those years, 58 percent of staff members were male and 42 percent were female. Since 1980-81, the proportion of females has increased from 47 percent to 55 percent. There has been a 13 percent decrease in male staff members since 1979-80. The proportion of White staff members has declined slightly for the third straight year. The proportion of Blacks increased two percent, and the proportion of other racial or ethnic minorities returned to the 1980-81 level.

Table 16
Distribution of Staff by Sex and Race

Academic Year	Sex		Race		
	Male Percent	Female Percent	White Percent	Black Percent	Other Percent
1982-83	45	55	89	10	1
1981-82	47	53	90	8	2
1980-81	53	47	91	8	1
1979-80	58	42	92	5	3
1978-79	58	42	90	7	3
1977-78	58	42	92	6	2

Almost forty-seven percent of all reporting staff members and nearly 62 percent of the staff professionals (administrators, supervisors, teachers and counselors) held a master's or higher degree. Table 17 shows the number and percentage of each staff category within each degree level.

Table 17
Highest Educational Levels Reported by Staff in Each Category

	Admin.		Superv.		Teacher		Counselor		Aide		Clerical		Tutor		Other		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
High School	--	--	--	--	1	0.1	--	--	6	37.5	61	60.4	106	23.6	2	20.0	176	8.9
GED or External Diploma	--	--	--	--	--	--	1	0.4	3	18.8	4	4.0	9	2.0	2	20.0	19	1.0
Technical School	--	--	--	--	1	0.1	--	--	--	--	6	5.9	3	0.7	--	--	10	0.5
Some College	6	5.5	--	--	12	1.3	5	2.2	6	37.5	21	20.8	118	26.2	--	--	168	8.5
Bachelor's Degree	13	11.8	23	19.3	439	46.8	33	14.4	--	--	5	5.0	161	35.8	2	20.0	676	34.3
Master's Degree	12	10.9	26	21.8	225	24.0	53	23.1	1	6.3	4	4.0	38	8.4	1	10.0	360	18.2
Master's Degree Plus Coursework	69	62.7	65	54.6	245	26.1	128	55.9	--	--	--	--	10	2.2	2	20.0	519	26.3
Doctoral Degree	10	9.1	5	4.2	16	1.7	9	3.9	--	--	--	--	5	1.1	1	10.0	46	2.3
TOTAL	110	100.0	119	99.9*	939	100.1	229	99.9	16	100.1*	101	100.1*	450	100.0	10	100.0	1,974	100.0

*Do not sum to 100 percent due to rounding error.

As expected, the professionals show a concentration at the higher education levels, and a majority of the paraprofessionals and support staff are below the college degree levels. The "tutor" and "other" categories cover all degree levels. Nearly 46 percent of the volunteers held one or more degrees, and an additional 25.8 percent had some postsecondary education. The staff members reporting they are teachers with less than a baccalaureate degree are likely to be volunteer tutors instead.

As in the past, most staff members had worked a limited time with the adult education program. Unlike 1981-82, where 68.3 percent of the staff members worked in adult education 1 to 5 years, 65.1 percent of the staff members this year fall into this category. The proportion of program staff who have worked 6 to 10 years increased nearly 1 percent to 20.2 percent, and the proportion that worked 11 to 15 years rose to 10.2 percent. About 4.2 percent of the staff members reported having worked with adult education more than 15 years, an increase of 1.3 percent. Over 20 percent of all staff members report having taken courses for credit in adult education; 5.0 percent of these had taken four or more courses in adult education, but fewer than one percent (0.8) report having a degree in adult education.

In-Service Training

Staff members were asked to report the number of hours spent in locally sponsored in-service training sessions. Table 18 shows the number in each staff category attending local staff training sessions and percentages which represent the proportion of persons in each primary function staff category who reported attending these sessions. The table also shows the average number of hours these persons spent in training. More than 62 percent of the staff members reported attendance at local training sessions, a 1.2 percent increase from 1981-82, but still far below the 78.3 percent mark enjoyed in 1980-81.

Table 18
Staff Attendance at Locally Sponsored
In-Service Training Sessions

Staff Category Reported as Primary Function	Attendance		
	Number	Percent of Staff Category	Average Hours of Training
Administrator	54	48.6	6.8
Supervisor	59	49.2	5.1
Teacher	581	61.6	4.1
Counselor	130	56.5	3.6
Aide	13	81.2	4.2
Clerical	46	45.5	4.7
Tutor	353	75.4	7.1
Other	8	72.7	3.3
All Staff	1,244	62.2	5.1

Most staff categories showed decreases in the proportion of staff members attending local in-service training in 1982-83 from the previous year. The largest proportional decrease occurred among supervisory staff where the percentage dropped nearly 20 points. The remaining staff categories, with the exception of tutor (which is a new category), had increases in the proportion of staff who attended in-service training. Caution should be used when considering these data since the frequencies are small in number and the proportions can be greatly influenced by small changes. The average time spent in training decreased this year from 6.1 to 5.1 hours. The figure was 5.6 in 1980-81.

Table 18 does not reflect the full extent of participation in staff development activities, as these data represent only attendance at local workshops. In addition, 415 attended the regional workshops sponsored by the PDE, and 326 participated in Pennsylvania's annual Midwinter Conference on Adult Education. Thus, the reported amount of staff development is understated because it does not include these workshops or any outside courses staff members may currently be taking.

Summary

Information received from 2,000 staff members in 1982-83 reflected a decrease in staff of 6.6 percent from 1981-82. The ratio of students to staff dropped from 16 to 1 in 1981-82, to 15 to 1 in 1982-83. Job function showed an increase in the proportion of supervisors and a decrease in the proportion of administrators. For the second straight year, female staff members outnumbered male staff. Although the average hourly wage increased for part-time administrators and full-time supervisors, it decreased for both full- and part-time teachers.

Nearly all the staff members were part-time, had little formal adult education training, and had been associated with the ABE program for less than six years. These factors, together with the increasing variety and quantity of adult education curricula, indicate a need for continued staff development. Effective in-service training can help to maintain awareness of current materials and techniques for working with adult students.

In addition to the quantitative student and staff data described thus far, ABE program administrators provided qualitative data about their programs in a number of areas. Among these areas are: 1) advisory groups, 2) methods of increasing enrollments and/or retention rates, 3) the availability of support services, 4) service to special groups, 5) materials and curricula for adult functional competency, 6) special delivery systems and/or innovative projects, 7) major problems and successes and, 8) methods used to determine participants' educational functioning levels. This information was obtained from the Program Data Form found in Appendix A.

Advisory Groups

Although local programs are not required to have advisory councils, the Pennsylvania Adult Education State Plan suggests their use, and in 1982-83, 32.6 percent of the directors reported that their programs had such committees. In the previous year 30.4 percent of the directors reported that their programs had advisory councils.

Recruitment/Retention

Table 19 shows the extent to which programs had undertaken specific measures to increase enrollments and/or retention rates. Although all five measures were used to some extent, flexible scheduling of classes (convenient class schedule, open entry classes, etc.) was in greatest use by both the community-based and institutional programs to increase enrollments/retention, with 91.1 percent of the programs reporting some or very much use of such measures. Convenient location of classes was in the next widest use for institutional programs, while referral agreements with other agencies ranked second among community-based programs. This trend continued from the previous reporting period. Some of the agencies or institutions with which the ABE programs had referral agreements included local school districts, CETA, the Office of Vocational Rehabilitation, the Bureau of Employment Security, senior citizen centers, the Department of Public Welfare, local industries, police and drug and alcohol rehabilitation programs, community groups, literacy councils, churches and institutions of higher education. In addition, many directors reported the use of efforts other than the five given in Table 19 to increase enrollments/retention. A few of these measures included taking field trips, having guest speakers, providing job placement counselors, awarding diplomas, calling students who are absent, providing individualized instruction, and providing tutors or other support services. Below are two examples of efforts undertaken to prove enrollment and retention rates.

> Awareness of adult illiteracy is at an all time high in [our] county due to our publicity efforts. Potential students now know where to turn for adult education, and they are more likely to stay with us because of our flexible scheduling and year-round registration.

A number of measures were taken this year in an attempt to increase our enrollment/retention rates. Among the most successful in our GED program was the initiation of a class that was established especially for those GED students who were planning to eventually enter college or some other institute of "higher learning." In this class, a more intensified rate of instruction occurred, and students were given the use, free of charge for one semester, of [the local community college's] English, reading and math labs. In addition, [the community college's] "Development Studies" counselor visited the class a number of times to discuss general questions the students had about college, as well as, occasionally, to offer sessions in such things as "study skills in college." Both students and instructors were very pleased with the outcome of this class.

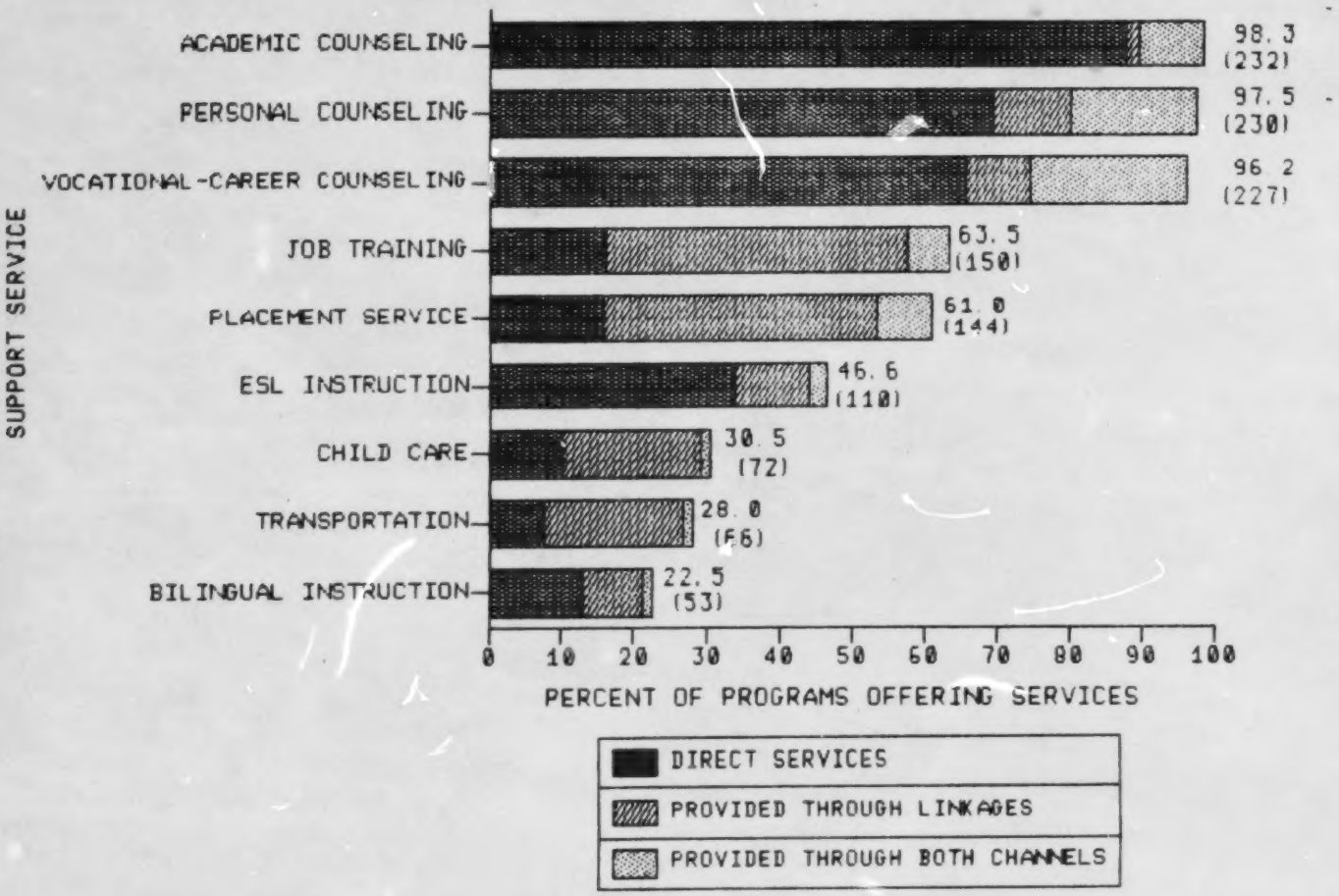
Table 19
Measures Taken to Increase Enrollments/Retention

Measures Taken	Response Option	Institutional Programs		Community-Based Programs		All Programs	
		N	%	N	%	N	%
Flexible scheduling of classes	Very Much	33	14.0	106	44.9	139	58.9
	Somewhat	15	6.4	61	25.8	76	32.2
	Very Little	0	---	9	3.8	9	3.8
	Not at All	6	2.5	6	2.5	12	5.1
Referral agreements with other agencies, organization or individuals	Very Much	15	6.4	99	41.9	114	48.3
	Somewhat	23	9.7	67	28.4	90	38.1
	Very Little	10	4.2	13	5.5	23	9.7
	Not at All	6	2.5	3	1.3	9	3.8
Public relations campaign	Very Much	15	6.4	88	37.3	103	43.6
	Somewhat	20	8.5	77	32.6	97	41.1
	Very Little	6	2.5	15	6.4	21	8.9
	Not at All	13	5.5	2	0.8	15	6.4
Convenient location of classes	Very Much	32	13.6	75	31.8	107	45.3
	Somewhat	7	3.0	71	30.1	78	33.1
	Very Little	1	0.4	25	10.6	26	11.0
	Not at All	14	5.9	11	4.6	25	10.6
Provision of support services	Very Much	14	5.9	29	12.3	43	18.2
	Somewhat	11	4.6	73	30.9	84	35.6
	Very Little	5	2.1	51	21.6	56	23.7
	Not at All	24	10.2	29	12.3	53	22.5
Other	Very Much	13	5.5	24	10.2	37	15.7
	Somewhat	12	5.1	38	16.1	50	21.2
	Very Little	1	0.4	14	5.9	15	6.4
	Not at All	28	11.9	106	44.9	134	56.8

Availability of Support Services

Figure 5 shows the support services provided by the ABE programs in 1982-83. All of the programs provided counseling services. The greatest proportion of the programs (98.3 percent) provided academic counseling.

Figure 5
Support Services Provided to Students



Vocational counseling was provided by 96.2 percent of the programs and 97.5 percent provided personal counseling. These figures indicate a slight increase in the distribution of programs which provided academic counseling, and significant increases in the distribution of programs providing vocational and personal counseling (9.1 and 14.6 percent respectively). This appears to be an adjustment that was made as a result of the current high unemployment rate. Students in the 1982-83 programs received an average of 2.7 hours of counseling. In addition, the classroom teachers provide many hours of supplemental academic and personal counseling.

Figure 5 also shows that many program sponsors offered other support services such as job training and child care. There were increases in the provision of all services over 1981-82. Some services, however, were not applicable to institutional programs. In addition to the services displayed in the figure, other support services were provided to students. These include survival (life) skills instruction, manual communication for the deaf, test taking preparation, homebound instruction, GED testing, and a job finding program.

Service to Special Groups

The institutional programs, by definition, serve special target groups. Among the types of students these programs serve are the handicapped, elderly, incarcerated and least-educated. These students were served by 170 classes in [illegible] programs. In addition, more than 97 percent of the 182 community-based programs reported efforts to serve (increase enrollments, provide support services, etc.) special groups - about the same proportion as was observed in the previous reporting period. The most frequently mentioned efforts continued to be the establishment of linkages with other agencies or organizations to provide support services and referrals, and the targeting of public relations and recruitment campaign to special groups. Other efforts that have been used to help serve target populations include delivery system variations such as individualized instruction, small group instruction, and multi-level instruction. Other provisions include transportation, accessible class sites, and volunteers. All of the ESL classes serve limited English-speaking adults. The following descriptions of special efforts in these areas were provided by a community-based ABE program and a community-based GED program.

> Community linkages with agencies dealing with the handicapped and older adults have been the main source of our communications. We also provide materials to the county home and other nursing facilities. Although many handouts are provided to our community, we felt a need to reach the illiterate adult who may not be able to read those materials. We have started a radio campaign to help find these individuals.

> After completing [the] ESL program, adequately prepared international students began studying for the GED diploma. Daytime hours allowed GED students to have [additional] access [to] materials and teacher assistance. [The] school district Homemaking Consultant delivered ABE/GED materials to adults with child care and transportation needs.

These descriptions demonstrate the ways in which some program sponsors will go to help students in need.

Materials and Curricula for Adult Functional Competency

Local ABE programs are not required to implement adult functional competency curricula. However, the Division of Adult and Continuing Education strongly urges that they do so to enable all adults to acquire the basic skills necessary to function in society. This need is illustrated by the adult functional competency assessment which was conducted in Pennsylvania in 1979.

That study showed that Pennsylvania contains approximately 10 percent more adults who are functionally incompetent than the nation as a whole. More specifically, the study indicated that approximately 29.8 percent of the adult population in Pennsylvania (2.64 million adults) have "a lack of competence which constitutes a substantial impairment of their ability to get or retain employment commensurate with their real ability."[1] Another 23.5 percent of the adult population, or a projected 2.09 million adults, were identified as marginal in ability to function effectively in society.

All ABE programs deal with the basic skills, such as reading, writing, speaking and computing, needed to function effectively as adults and in that sense all incorporate adult functional competency curricula. In addition, 75 percent of the ABE programs and 62 percent of the GED programs reported use of specific functional competency materials and/or curricula. Many of these programs used teacher-made materials, newspapers, magazines such as "The Adult Student," and other materials from daily life, such as menus, phone books, job application forms, IRS forms and classified ads in teaching life skills. The staff of one of these programs is developing a consumer mathematics curriculum and another used a cassette learning center approach to enhance prepared materials and presentations. A wide variety of texts and instructional materials from a long list of publishers were also used to teach functional competency skills. Some of the most frequently mentioned publishers were Steck-Vaughn, Cambridge, Contemporary Books, Inc., Science Research Associates (SRA), McGraw-Hill, Laidlow, Follett, Continental Press, Harcourt Brace Jovanovich, New Readers Press, and Barnell Loft, Ltd. In addition, one program reported using materials which had been used by the U.S. Government at its camps for Cuban and Vietnamese refugees.

Special Delivery Systems/Innovative Projects

Fifty-six percent of the administrators of the programs funded under Section 306 of the Adult Education Act in 1982-83 reported that their programs had undertaken special delivery systems and/or innovative projects. All, however, were not necessarily new systems or projects undertaken during the past year.

A number of administrators reported that their programs had undertaken innovative projects funded under Section 310 of the Adult Education Act (Special Experimental Demonstration and Teacher-Training Projects). These projects included developing a consumer mathematics curriculum guide, a voter education program, and a tutor program which assisted ABE students each evening.

A description of all projects funded under Section 310 in 1982-83 can be found in Appendix D. More information is available from AdvancE, the adult education clearinghouse in Pennsylvania.

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[1] A Needs Assessment of Adult Basic Competencies in Pennsylvania. Southwest Educational Development Laboratory, Austin, Texas. August, 1979, p. 77.

Innovative teaching methods and/or curricula were mentioned by many program directors who described special delivery systems. Seven programs reported specific uses of individualized instruction. This was accomplished using a variety of tools or techniques including computers and individual educational programs. In addition, nine programs used volunteer tutors and eight used peer tutors in their individualized programs. Three such programs were described as follows:

> Our student tutorial system has flourished this year in our remedial reading program. Each student tutor is carefully chosen and trained by the instructor. Interest has been so great that we have reached a point where every client in the remedial reading program is provided with a tutor. As a result, great strides have been made by many of the remedial reading students.

> [Our] Adult Ed. Program has instituted a "Close Friend Study Concept." In this program, people who live near each other from the program meet to do assignments together. It has helped the individuals to overcome problems together that they could not work out separately. Many even phone each other to solve these problems. Our program has used the church leaders more in our recruitment than in the past. We continue to place flyers and notices in all establishments we can.

> A project that has worked in the past and continues to work, especially when classes are large, is peer tutoring. Classes are structured into 3 different phases. (1) Class instruction as a whole, (2) individual instruction, and (3) peer tutoring which has been extremely helpful. Students who are able to achieve are anxious to help their fellow students. It has also been my experience that those being helped will ask questions of their peers because of their one-to-one approach. Materials that are covered in class are sometimes given to a family member who in turn helps the student. Local college students also serve as volunteers to help the GED students.

Twenty-one program directors reported that their special delivery systems and/or innovative projects involved establishing linkages and/or coordination with other agencies/services or employers. One program which established a linkage with a local industry described its efforts as follows:

> For the first time in its history the Adult Learning Center has established a positive link with the community's largest employer - General Electric. A referral system has been established and discussions are underway to initiate adult education classes on site at the plant location. The Adult Learning Center was instrumental in assisting the intermediate unit in setting up ABE and GED classes in portions of Erie County not previously served.

A number of programs reported that their special delivery systems involved special activities such as field trips (eight programs) to places such as the library, local businesses and planetarium, awards dinners and/or graduation celebrations (six programs), and social events such as Christmas and international banquets. In addition, 16 programs used guest speakers. One of these programs had individuals who were successful in their jobs speak to the classes and devoted some class time to discussing job interviews. Some other special activities included workshops on a variety of topics such as legal issues, poetry, metrics, insurance, parenting and the study of various ethnic customs and dishes.

Eleven programs reported special delivery systems/innovative projects related to career readiness, exploration or training in 1982-83. This appears to be a response to the current high unemployment rate and economic conditions. One of these programs reported that greater interest was displayed by students when employment subjects were addressed. Another program had a guest speaker discuss educational opportunities beyond receiving the GED. In addition, six programs reported innovative projects or delivery systems involving life skills or adult functional competencies. One of the programs had a curriculum that dealt with applications of budgeting and money management. Another program devoted part of its time to homemaking. A third director noted that area school districts had awarded their diplomas to the program's APL graduates.

In addition to the projects/delivery systems already mentioned, seven programs reported the use of audiovisuals such as videotapes and filmstrips, two introduced use of the television, two had developed instructional centers, and five had implemented special counseling programs (including one follow-up educational counseling program for GED graduates). One program indicated that a GED course was aired over a local cable television channel. Students wishing to participate in the class needed only to contact the program sponsor to obtain the instructional materials.

One program's use of a computer for counseling purposes is described below.

> This year we were able to use the Guidance Information System (a computerized career and college information system) to provide academic, vocational and career counseling. About half of the students and all students leaving the institute had the opportunity to use the computer. We will continue to use this computerized program in future years because it was a big success this year.

Major Problems

Table 20 shows the ABE program directors' responses to the statement. "Describe the major problems encountered during this program for the past six years." For the first time during this six year period, more administrators indicated that funding was a problem than indicated that there were no major problems. This is a reflection of the mandatory budget reductions caused by the decrease in federal monies received to fund this statewide project. The reduction of funds to the local program sponsors had different effects, depending upon the areas of the budget which were cut. For instance, a number of program directors indicated that there was an insufficient supply of instructional materials. With the reduction of the number of classes offered, some programs established a waiting list where one was previously unnecessary.

Table 20
Major Problems Encountered by ABE Program Administrators

	Percent of Respondents					
	1982-83	1981-82	1980-81	1979-80	1978-79	1977-78
Insufficient funding (affects staffing, number of students served, program duration, etc.)	25	19	14	25	29	21
No major problems	21	37	38	28	29	22
Attendance	18	6	8	9	43	41
Retention	10	9	11	10	7	14
Transportation (includes cost of gas)	8	6	6	9	14	13
Recruitment	7	1	6	12	11	29
Institutional transfer or release	5	4	5	7	14	13
Physical plant difficulties	4	7	6	7	9	4
Poor weather	2	7	2	--	14	18
Need for more teaching time, fewer paperwork demands	1	4	3	--	7	7
Inappropriate teaching materials	1	--	--	5	--	--
Lack of cooperation by local authorities or other agencies	*	1	2	1	12	4
Miscellaneous problems	13	12	13	18	11	5

*Less than one percent of total.

A problem not apparent from the table is that of the continuity of the educational program. Over four percent of the program administrators indicated a desire for additional funding to extend their programs to the end of June as is done with the learning center programs. It is the consensus of these directors that allowing their programs to operate year round would greatly benefit students and student learning. Some feel that many students lose interest when classes are closed for the month of June. Another stated that students enrolled in the program need an ongoing commitment.

Programs which were attempting to serve more students than the number for which they were funded reported overcrowded classes, an observance of a decline in the quality of service, and/or the need for additional staff such as aides, ESL teachers and counselors in order to effectively handle the large classes and diversity of student abilities, ages and backgrounds.

The second and third most frequently mentioned problems were attendance and retention. Several directors in the rural areas of the state reported that many students were enthusiastic until the winter weather set in, while others indicated that students became discouraged after the first few weeks of class. In addition, some directors attributed the difficulty in retaining students during the past year to conflict with other adult interests and jobs, as well as conflict with family responsibilities.

The final problem area that should be noted is recruitment. The proportion of administrators that indicated recruitment as a problem increased substantially. Two reasons suggested for recruitment problems include late official notification of program approval from the state agency and work stoppages (strikes).

Other problems included inclement weather, release or transfer (from institutions), inappropriate teaching materials, lack of available appropriate materials, heterogenous grouping of students with different ability levels, child care (listed by four percent of the administrators) and low level goals of adults.

Program Successes

Over 83 percent of the program directors reported major successes during 1982-83. Most of the successes were related to the achievements of the students, which is a positive indication of the impact of the program. The details of the impact data in terms of numbers of programs and students served are given in the preceding sections of this report. The following selected comments from the program directors support those data and add the qualitative perspective of the program directors.

> The success of the program has been the enrollment of hard-core unemployed young males and older adults in a gratifying, experimental learning situation for the first time in their young adult lives. Older adults who worked full-time never missed a single class.

> Delivery of program continues to reach more and more adults every session. Our adults continue on GED programs, and further (college, local job training). We have become a very valuable county resource.
>
> Several totally illiterate pupils now read at low levels. A pupil who became a new citizen and two others registered to vote for the first time. There is a thrill of accomplishment when former non-English speaking pupils begin to converse with some proficiency. Many word-of-mouth referrals reported at our satellite class.
>
> When a student passes the GED test in this institution it is the biggest success in the world. When a mentally ill person can attend classes and excel and pass the test they have overcome an enormous handicap. It helps to put everything else into order when they have achieved this.
>
> Excellent results as usual, but nothing outstanding.

With more public/private non-profit agencies sponsoring adult education programs in Pennsylvania, many are reporting success related to their use of volunteers and tutors. Among the successes reported are the following:

> Volunteers have become quite helpful. We were able to separate clients into smaller "needs" groups. Some ABE and ESL students were able to be individually tutored because of the help of tutors.
>
> Many tutors and students were willing to meet more often than we require, and faster progress was the result. The majority of students made significant gains in reading and other basic skills.
>
> Program reaction form indicated favorable reaction and appreciation. More open schedule and tutor project increased likelihood of adults meeting goals.

In addition to comments such as those above, there were many quantitative reports such as, "at least 90 percent of the GED students passed the GED test" and "5 in class passed the GED, one was helped in a letter writing campaign which led to his release". One of the most encouraging responses is as follows:

> As of April 15, 1983, we have promoted 50 our of 70 students enrolled from the 5-8 level to the 9-12 level. Of these 50 students promoted, 35 have already earned a GED diploma. Our success rate for passing the GED exam is 97% (35 passing out of 36 students tested).

In addition to the students' achievements, some of the directors reported successes in recruitment and retention. Some of the comments about these successes were:

> More people were served than ever before. It also seemed that more of these people did end up accomplishing their goals and improving themselves (new or better jobs, enlistment, improved basic skills, etc.) than ever before.

> Enrollments have swelled since program began in October. We have had phenominal success with some extremely low achievers. Some have improved 4 grade levels in reading in less than 2 months.

> Overall attendance far exceeded previous year. Many more registrants than previous year created an excellent atmosphere for learning.

Finally, success in the adult education program can be defined in many different ways, depending upon one's point of view. The following descriptions illustrate this point quite clearly.

> The successes have been numerous this year. As in the past, students vary in age from 17 to 67 years of age. Those who completed the first session of the program are now attending community college in business, nursery and clerical programs. Others who have been laid off attained their GED and have gone on to either vocational training programs or college programs on a full or part-time basis. Again, policemen who have been on the local force for years have completed their GED program in order to qualify for promotion. Local industry has encouraged their employees to return to school to brush up on their math and English in order to qualify for new positions in case of layoffs. Two people referred by the Pennsylvania Employment Office were able to attain jobs after attaining the GED.

> Our successes are measured not just by the numbers of students taking and passing the GED test, but also by the achievements of individuals in the program. As one reading student (ABE 0-4) said, "When I came here I shopped by looking at pictures on labels. Now I can buy economy brands because I can read the labels. I am 47 years old and I never thought I'd be able to read. Thank you."

Student Assessment

The ABE programs reported use of a wide variety of methods to determine participants' educational functioning level. Most used a combination of methods including standardized achievement tests and teacher/counselor evaluation. The most commonly used standardized test was CTB/McGraw Hill's Test of Adult Basic Education (TABE). This was followed by the Wide Range Achievement Test (WRAT), published by Guidance Associates. Other standardized tests which were used by five or more programs included the Stanford Achievement Test, the GED Pretest, the Adult Basic Learning Exam (ABLE), the APL Test, the Gates McGinitie Reading Comprehension, SRA Diagnostic Tests, the Peabody Individual Achievement Test (PIAT) and various informal reading inventories. In addition, many programs used local assessment tests and/or selected batteries from several standardized tests. However, a number of programs did not use any type of formal testing, but relied upon teacher or counselor evaluations of student ability.

Summary

The cooperation with other agencies, efforts to increase enrollments and retention, special efforts to serve special target groups, infusion of adult competency curricula into the programs and diversity of special projects suggest that the administrators of the Pennsylvania Adult Basic Education programs are committed to, and are making progress toward, achieving the goals of the Adult Education State Plan. The problems these administrators encountered, most notably insufficient funding, often hampered their ability to provide all the services that were needed, but many administrators indicated that they were seeking innovative ways to overcome these problems. Meeting these challenges has been the program's greatest success.

SUMMARY

In 1982-83, Pennsylvania's Adult Basic Education Program served 30,284 students through 236 programs. The number of programs and students decreased from the previous year, and programs were available in all previously served counties, except Monroe County. Also, institutional programs were provided in Adams, Snyder, and Forest Counties, which did not have institutional programs the previous year. In all, adults in 59 of the 67 counties have access to ABE/GED programs. Eight programs extended their services into previously unserved regions but did not extend into unserved counties. Lastly, students from all counties participated in the program, indicating that many students participate in programs outside the counties in which they reside.

Although enrollments decreased this year, there was an increase in the completion/retention rate. Further, the separation rate for students who received less than 12 program contact hours without obtaining their personal objective also increased. A declining rate of completions and an increasing rate of early separations for beginning students was observed. Special efforts should be considered to serve this group of adult learners.

The majority of students were young, single, and unemployed. Males and females are nearly equally divided in the student group. Although the proportion of White students continued to increase, the relative enrollments for special target groups (Blacks and Hispanics) were nevertheless higher this year than their corresponding proportions in the target population. Over 47 percent of all students enrolled because they wanted to obtain a diploma and 12.6 percent were referred to ABE programs by a social service agency.

Over 47 percent of all students completed their entry level. Native Americans reported the highest completion rate (44.6 percent) and Hispanic students reported the lowest completion rate (28.3 percent). Nearly eight percent of the students who were unemployed and available for work at the beginning of the program were employed at its end, 12.5 percent of all students passed the GED test and over six percent enrolled in other educational or training programs.

Staff characteristics have remained the same for the last few years. Again this year, most staff members are employed on a part-time basis and about 48 percent hold at least a master's degree. Most staff members have worked a limited time with the adult education program, but an increase in years of experience is becoming evident. The limited experience in adult education of a majority of staff members illustrates the need for emphasis on staff development activities.

Teaching was the primary staff function, and the proportion of persons in each job category has been consistent except for "other" which has decreased significantly this year due to the addition of a new category, "tutor", for volunteers who have been encouraged to complete the Staff Data Form. This increase is partially due to the availability of Section 306 funds to nonprofit agencies which make use of many volunteer tutors. The number of volunteers will probably continue to increase. Program administrators undertook various methods of improving their educational delivery systems, increasing enrollment and retention, and serving special target populations. However, insufficient funding often hampered their ability to provide all the services that were needed. Many administrators indicated that they were seeking innovative ways to overcome these problems.

Although funding for Adult Basic Education programs in Pennsylvania was reduced for this reporting period, the statewide program nevertheless made progress toward the achievement of the goals and objectives of the Adult Education State Plan, 1983-85. This report reflects the progress made during the first year of the plan.

APPENDICES

APPENDIX A

SURVEY INSTRUMENTS

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
P. O. BOX 911
HARRISBURG, PA 17108

To the ABE Program Administrator:

This packet contains the program, student, and staff forms for the July 1, 1982-June 30, 1983 annual survey of the statewide Adult Basic Education Program. The data you supply will fulfill the federal reporting requirements of the Adult Education Act and provide planning and management information for Pennsylvania state programs.

It is essential that the information you give us be as complete as possible for all questions asked, because program renewals or continuation funds are partially dependent upon the promptness and completeness of your response. If you do not have all the required information for every student and staff member associated with your program, please provide all available information.

You will receive one survey packet for each program you direct during the 1982-83 fiscal year. Each packet refers only to the program specified on the Program Data Form. A survey packet contains the following forms:

1. ABE Directory Card This card includes two labels identifying your program and will be used to verify program information. Check this card for accuracy, make all necessary corrections, and mail it to the Division of Research and Evaluation as soon as your program begins.

2. Individual Student Data/Intake Forms (pink) (This form is explained by separate instructions, which are also pink.) A student form must be completed for every enrollee in your program. When a student enrolls in more than one program, a separate student form must be completed each time the student enrolls.

   Section One (Side One) should be completed at the initial intake interview. Since this section contains data which must be collected at the start of your program, the first copy must be detached and sent to the Division of Research and Evaluation as soon as the student enrolls.

   When the program ends, the remainder of the form (Section Two) should be completed and Copy Two should be sent to the Division of Research and Evaluation.

   The fourth sheet, Change in Status Form, is optional. It is for your use in reporting additional impact data after the program has ended.

3. Individual Staff Data Forms (yellow) (Instructions are on the back of the form.) Except for the section on in-service training, fill out this form at the start of the program, and send Copy One to the Division of Adult Education and Training Programs (address above) when the program begins. A separate form must be completed for each program in which a staff member works. Volunteers are considered staff members, and should complete staff data forms.

   At the end of the program, the in-service data should be filled in on the remaining copies, and Copy Two should be sent to the Division of Research and Evaluation.

4. Program Data Form (blue) This form identifies your program. After verifying the identification data, please complete Part Two, which requests information concerning your program's operation. Mail this form to the Division of Research and Evaluation at the end of the program.

All forms must be mailed within 30 days following the end of a program. Programs ending any time after June 15 must send in their forms by July 15.

Financial data are to be recorded on Form DEBE 1360, which is part of the program close-out package. This completed form should be sent directly to the Division of Adult Education and Training Programs.

If you have any questions regarding these forms, please call the Division of Research and Evaluation at 717-787-4860, or write to the above address.

A report summarizing the 1982-83 ABE program data will be sent to you in November, 1983.

Sincerely,

John Christopher

John Christopher, Chief
Division of Adult Education and Training Programs
Pennsylvania Department of Education

REMINDER SCHEDULE

At the start of program, mail:

to Division of Research and Evaluation

- ABE Directory Card
- first page of pink Student Form for every enrollee

to Division of Adult Education and Training Programs

- Copy One of yellow Staff Forms

At end of program, mail:

to Division of Research and Evaluation

- Copy Two of pink Student Forms
- Copy Two of yellow Staff Forms

to Division of Adult Education and Training Programs

- Form DEBE 1360

ABE DIRECTORY CARD

Please verify the information on the labels below and mail card to Bureau of Research and Evaluation *at the start of the program.* If information is incorrect, make the necessary changes.

Address label

Is information correct? Yes ☐ No ☐

Program identification label

Is information correct? Yes ☐ No ☐

NO POSTAGE NECESSARY IF MAILED IN THE UNITED STATES

BUSINESS REPLY CARD

FIRST CLASS PERMIT NO. 3034, HARRISBURG, PA 17101

POSTAGE WILL BE PAID BY ADDRESSEE

Pennsylvania Department of Education
Bureau of Research and Evaluation
333 Market Street
P.O. Box 911
Harrisburg, PA 17108

IMPORTANT: DO NOT DISCARD

DEAS-1997 (12/82)

1982-83 ABE PROGRAM DATA FORM

PART ONE: PROGRAM IDENTIFICATION

Please check the accuracy of the labels below. Make any changes on the enclosed ABE Directory card and return the card to the Division of Research at the beginning of your program. This Program Data Form should be sent to the Division of Research and Evaluation, 333 Market Street, P. O. Box 911, 12th Floor, Harrisburg, Pennsylvania 17108 at the completion of your program.

(1-6) (7-12)

PART TWO: PROGRAM OPERATION (Attach additional pages as necessary.)

1. Please indicate the number of daytime and evening classes (NOT class meetings) for each county in which this program operated. Define a class as a group of students meeting regularly.

County	Number of Daytime Classes	Number of Evening Classes
(13-14)	(15-16)	(17-18)
(19-20)	(21-22)	(23-24)
(25-26)	(27-28)	(29-30)
(31-32)	(33-34)	(35-36)
(37-38)	(39-40)	(41-42)
(43-44)	(45-46)	(47-48)

2. Is any part of this program operating in a previously unserved county? ___ Yes ___ No (49) If yes, which counties? _____ (50-51) _____ (52-53) _____ (54-55)

3. How many staff persons are serving the students in previously unserved counties? _____ (56-57). (If not applicable, enter a zero.)

4. Is any part of this program operating in a previously unserved region which is part of a previously served county? ___ Yes ___ No (58)

5. Does your program have an advisory group? ___ Yes ___ No (59)

6. To what extent has your program undertaken the following measures to increase enrollments and/or retention rate? (Circle one response for each item.)

	Not at All	Very Little	Somewhat	Very Much
a. Public relations campaign (60)	0	1	2	3
b. Referral agreements with other agencies, organizations, or individuals. (61)	0	1	2	3
c. Provisions for support services (transportation, counseling, child care, etc.) (62)	0	1	2	3
d. Flexible scheduling of classes (convenient class schedules, open entry, etc.) (63)	0	1	2	3
e. Convenient location of classes (multiple locations, transportation provisions, etc.) (64)	0	1	2	3
f. Other (e.g., use of recruiter) (65) _____ (Specify)	0	1	2	3

Please discuss the success of these measures.

7. How many articles appeared in the local media concerning this program? _____ (66)

8. How many visits were made by public officials and/or private businessment to this program? _____ (67)

9. Was information about this program disseminated at local public forums? _____ Yes _____ No (68) If yes, how?

10. Which of these support services are available to your students? (Some of these services may not applicable to institutional programs.)

	Direct services you provide	Services provided through linkages with other agencies
Academic counseling (69)		
Vocational/career counseling (70)		
Personal counseling (71)		
Job training (72)		
Placement services (73)		
Transportation (74)		
Child care (75)		
ESL instruction (76)		
Bilingual instruction (77)		
Other (specify) (78)		
_____		

11. What efforts have you made to serve (increase enrollments, provide support services, etc.) special target groups such as the handicapped, older adults, limited English speaking adults, least educated adults, etc.?

12. Do you use adult functional competency instructional materials and/or curricula in your program? _____ Yes _____ No (79)

If yes, list those used.

13. Describe any special delivery systems and/or innovative ABE projects your program has undertaken during <u>this</u> program year. Include nonstandard contacts established in the community with legitimizers* and others.

14. Describe major problems and/or successes encountered during this program.

Problems:

Successes:

15. Describe the methods used to determine a participant's educational functioning level.

*Barbers, bartenders, pastors and poolhall patrons are often used to verify or "legitimize" information provided by the formal establishment such as school and public agencies.

(01 05)

PENNSYLVANIA DEPARTMENT OF EDUCATION
ADULT BASIC EDUCATION

2647

STAFF DATA FORM

(06 11) Program No. _____

Program Year 1982 - 1983 (12 13)

DEAS 1968 (3/82)

This form should be completed for all staff members associated with this program. The program number, identified on the Program Data Form, must be filled in on every Staff Form. If you work in more than one program, you must complete one form for each program in which you are working. For example, if you are an administrator of six programs, you should complete six separate forms, regardless of your degree of involvement with each program. It is very important for you to report all staff information on a program-by-program basis.

Do not complete this form if you worked on a substitute basis only.

Copy One of this form must be mailed to the Division of Adult Education and Training Programs, Pennsylvania Department of Education, 333 Market Street, Box 911, Harrisburg, PA 17108, at the start of the program, as soon as Section One is completed.

Copies Two and Three should be retained until the program's termination. At that time, complete Section Two (in-service training), send Copy Two to the Pennsylvania Department of Education, Division of Research and Evaluation, 333 Market Street, Box 911, Harrisburg, PA 17108, along with your completed Program and Student Forms, and keep the third copy for your records.

It is essential to read the instructions on the reverse side before completing this form.

SECTION ONE: STAFF IDENTIFICATION

(14 22)

1. Name _____ (Last) _____ (First) 2. Social Security Number ☐☐☐☐☐☐☐☐☐

3. ABE/GED Program Address:
   Name of Institution/School _____
   Number and Street _____
   City, County & Zip Code _____
   Telephone _____

4. Race *(see instructions)* ☐ (23)

5. Sex (24) ☐ 1. Male ☐ 2. Female

6. Age ☐☐ (25 26)

7. Present position(s) in ABE/GED *(see instructions for codes - do not check)*:
   ☐ 1. Administrator (27) ☐ 2. Supervisor (28) ☐ 3. Teacher (29) ☐ 4. Counselor (30) ☐ 5. Aide/Paraprofessional (31) ☐ 6. Clerical/Support (32) ☐ 7. Tutor (33) ☐ 8. Other *(specify)* (34) _____

8. Place a check next to the highest academic level you have completed: (35)
   ☐ 1. Traditional High School Program Diploma ☐ 2. GED or External High School Diploma ☐ 3. Technical School Diploma ☐ 4. Some College, But No Degree ☐ 5. Bachelor's Degree ☐ 6. Master's Degree ☐ 7. Master's Degree Plus ☐ 8. Doctorate

9. Have you taken any credit courses in adult education? (36) ☐ 1. Yes ☐ 2. No

10. If yes, have you *(check only one answer)*: (37)
   ☐ 1. Taken one to three courses? ☐ 2. Taken four or more courses? ☐ 3. Received a degree in adult education?

11. Please indicate if you are a member of any professional adult education organization(s):
   ☐ 1. Member of state organization(s) (37) ☐ 2. Member of national organization(s) (39)
   ☐ 3. Not a member of any professional adult education organization(s) (40)

12. How many years, including present year, have you worked with ABE/GED programs? ☐☐ (41 42)

For Teacher's Only

13. At which level do you do most of your ABE or GED teaching in this program? (43)
   ☐ 1. ESL ☐ 2. 0 4 ☐ 3. 5 8 ☐ 4. 9 12

14. Check your area(s) of certification:
   1. Elementary (44)
   2. Secondary (45)
   3. Other *(specify)* (46) _____
   4. No Certification (47)

15. Average number of hours per week you will work in this program: ☐☐ (48 49) (See Instructions)

16. Staff compensation (50) (See Instructions)

Are You ☐ 1. Paid from funds received from ABE Section of Department of Education? ☐ 2. Paid from other source? ☐ 3. A volunteer

17. Hourly rate of pay: Dollars ☐☐ Cents ☐☐ (51 54)

SECTION TWO: STAFF IN-SERVICE TRAINING

18. Please indicate which of the following staff development activities you attended during this program:
   ☐ 1. Regional workshops sponsored by or through the state ABE office. (55) ☐ 2. Mid-Winter conference (56) ☐ 3. Locally sponsored in-service training. (57) ☐ 4. Other _____ (Specify) (58)

19. Number of hours you spent at locally sponsored in service training sessions during this program. ☐☐ (59 61)

COPY THREE - RETAIN THIS COPY FOR YOUR RECORDS

PENNSYLVANIA DEPARTMENT OF EDUCATION

ADULT BASIC EDUCATION

INSTRUCTIONS: STAFF DATA FORM

You are being asked to complete these Staff Data Forms as part of the Department of Education's annual survey of ABE programs in the Commonwealth. Please note that Copy One of each form must be sent to the Division of Adult Education and Training Programs at the start of this program.

Below are instructions for filling out the STAFF DATA FORM. The instructions are numbered to correspond to the item numbers on the form.

Program Number
The number for this program, assigned by the Harrisburg ABE Section, is found in the Program Data Form, and should be printed in the upper right corner of the Staff Form.

I. SECTION ONE: STAFF INFORMATION

4. Race - Select one category from the list below and enter the corresponding digit in the available space. Conform as closely as possible to the definitions listed below. However, you may be included in the group to which you appear to belong, or with which you identify. SELECT ONLY ONE CATEGORY.

   1. American Indian or Alaskan Native - a person having origins in any of the original people of North America. This category includes American Indians, Eskimos, and Aluets.

   2. Asian or Pacific Islander - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

   3. Black - A person having origins in any of the Black racial groups.

   4. Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

   5. White - A person having origins in any of the original people of Europe, North Africa, or the Middle East. Do not include persons of Hispanic origin.

7. Present Positions(s) in ABE - Place a "1" next to the staff position in which MOST of your time is to be spent during the program, a "2", "3", and so on next to any other staff positions which you hold in this program.

15. You may be working in more than one program - it is important to enter on this form only the hours worked weekly in this program.

16. Paid - Check "1" if any of your compensation comes from funds received by this program from the ABE Section of the Department of Education.

    - Check "2" only if none of your compensation comes from the above described funds.

    Volunteer - Check "3" is you receive no compensation for work in this program.

17. Hourly rate -

    a. If you are not paid on an hourly basis, please estimate the hourly rate.
    b. Enter the hourly rate in dollars and cents.

Thank You.

INSTRUCTIONS: 1982-83 STUDENT INTAKE/DATA FORM

The Student Intake/Data Forms are designed: (1) to provide you with useful program control information and (2) to provide the state office with required data for federal reporting forms.

In filling out these forms, you are making four copies. A ball point pen makes the best handwritten copies. PLEASE PRESS DOWN FIRMLY.

The instructions below are numbered to correspond to the item numbers on the Student Intake/Data Form. Instructions are given only for those items requiring clarification. Should you have any questions about these forms, or need additional forms, please call the Division of Research and Evaluation, Pennsylvania Department of Education at (717) 787-4860.

PROGRAM NUMBER

The number for this program, identified in the Program Data Form, should be printed in the upper right corner of the Student Form.

I. SECTION ONE: STUDENT INTAKE INFORMATION

1-5. Name and address information is to help you keep your own records. If case number or other designation is more useful to you, please use it. In this part the state needs only two pieces of information about the student: county of residence and social security number. If student has no social security number or refuses to divulge it, mark NA (not available) in that space, but make an effort to obtain it before giving up.

7. Age - State age at the time of first class attended during the fiscal year. If student refuses to give age, teacher or counselor may give his/her best estimate.

8. Race - Select one category from the list below and enter the corresponding digit in the available space. Conform as closely as possible to the federal definitions listed below. However, a student may be included in the group to which he/she appears to belong or with which he/she identifies.

SELECT ONLY ONE CATEGORY.

1 - American Indian or Alaskan Native - A person having origins in any of the original people of North America. This category includes American Indians, Eskimos, and Aleuts.
2 - Asian or Pacific Islander - A person having origins in any of the original people of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.
3 - Black - A person having origins in any of the Black racial groups of Africa. Do not include persons of Hispanic origin.
4 - Hispanic - A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.
5 - White - A person having origins in any of the original people of Europe, North Africa, or the Middle East. Do not include persons of Hispanic origin.

10. Month and year of enrollment - Give month and year student entered this program.

11. Initial Entry Level - Check student's primary level of instruction at the start of this program, based on English language or reading level. Level of information must agree with program number. ABE programs (34- and 36- program numbers) include levels 0-4, 5-8, and ESL. GED programs (35- and 37- program numbers) require 9-12 only. Base this on actual functioning level, not on previous experience, schooling, or student's wish for a higher level.

12. Previous ABE - Please respond only if entry level is 9-12; otherwise leave blank.

13. a. Public assistance includes various forms of welfare (federal, state or local) but not unemployment compensation.

b. For the purpose of this report the following federal definitions should be used:

Employed - Persons who did any work at all as paid employees or in their own business or profession, or in their own farms or who worked 15 hours or more as unpaid workers on a farm or in a business operated by a member of the family. Include those who were not working but who had jobs or businesses from which they were temporarily absent.
Unemployed (Available for work) - Persons who had no employment but were available for work and had engaged in any specific job-seeking activity or were waiting to be called back to a job from which they had been laid off.
Unemployed (Not available for labor force) - Persons who had no employment and did not engage in job-seeking activities in the calendar year preceding this report period and who were not employed and were not actively seeking work upon entrance into the program.

c. Handicapped - Persons with any type of physical or mental disability that substantially impairs or restricts one or more major life activities including walking, seeing, hearing, speaking, working, learning. This definition includes adults who are alcohol and drug abusers, mentally retarded, emotionally disturbed, orthopedically impaired, adults with exceptional learning disabilities and other health impairments.

d. Immigrant - Any refugee admitted (paroled) into this country or any alien except one who is exempt under the provisions of the Immigration and Nationality Act, as amended. This definition excludes only those students who are dependents of visitors to this country, or dependents of ambassadors to this country, and students who have received their citizenship.

14. Location of student's classes - Select one location from the list below and enter corresponding two-digit number in available space on form. If student attends classes in two different locations in this same program, write in both locations and include explanation.

11 - Elementary school - public or private.
12 - Junior high/secondary school - public or private.
20 - Learning center - settings featuring extensive use of programmed instruction, flexible participant scheduling and attendance, and open for extended period of time daily.
30 - State or federal correctional institution - include inmates only.
40 - County prison - include inmates only.
51 - Hospital - federal, state or local; include in-patients and out-patients only; include mental institutions.
52 - State or local institution for the handicapped - public or private; include day or residential schools serving physically/mentally handicapped adults age sixteen or older.
60 - Vo-tech school - public or private.
70 - Business or work site - operating places of employment for participants.
80 - Community center - church, library, outreach center, YM/YWCA, etc.
91 - Community or junior college.
09 - Other (specify on form).

15. Grade - Indicate the last one student completed, not the one he was in when he/she left school.

16. & 17. Please select only one option for each of these items. Use the major reason.

II. SECTION TWO: COMPLETIONS AND IMPACT DATA

Note! Please remove carbons before completing this page.

18. & 19. Contact hours are essential. Please round to nearest hour.

20. COMPLETIONS AND EARLY SEPARATION DATA

COMPLETION - Check highest level passed during or by the end of this program. A student passes by fulfilling the course requirements established by the local program, not, in the case of 9-12, by later success in the GED test. If a student leaves a course early because he/she has fulfilled the course requirements before the program ends, consider that student a PASS and not an EARLY SEPARATION.

CONTINUATION -If level at end of program is the same as at beginning, that student is a CONTINUATION. The student has participated throughout the program, has fulfilled assignments, but has not progressed to the next level so cannot be considered a PASS (or COMPLETION).

EARLY SEPARATION - Students who drop out of a level without completing the course level requirements. A student may separate early because he/she has met a personal objective, such as reviewing for College Boards. This student is still considered an EARLY SEPARATION if he/she did not actually fulfill the course level requirements (did not PASS). In this case, the primary reason for EARLY SEPARATION is a positive one, namely, "met personal objective."

Again, for Level 9-12, passing is not contingent upon passing the GED test. If a student fulfills the course requirements, either during or at the end of the program, consider the student a PASS even if that student later does not pass the GED test.

Example One: This student entered and completed the Level 0-4 requirements before the program ended. During this same program, this student entered Level 5-8, but by December, when the program ended, she had not completed the requirements for 5-8. For this report, the student COMPLETED Level 0-4 but neither COMPLETED nor SEPARATED EARLY from Level 5-8. (See table below.) The student's initial entry level (0-4) should already be checked in item 11.

COMPLETION AND EARLY SEPARATION DATA

	LEVEL I			LEVEL II
	ESL	ABE 1 or 0-4	ABE 2 or 5-8	9-12
A. COMPLETION Check highest level student PASSED during this program.	1	☑	3	4
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level.	1	2	3	4
C. EARLY SEPARATION Check if student SEPARATED EARLY from this level, without passing a level.	1	2	3	4

Example Two: This student entered an ESL class, as shown in item 11. As a beginning English student he has worked hard, but is not yet fluent in English. He needs and intends to continue when class opens again. He is, therefore, checked as an ESL CONTINUATION.

COMPLETION AND EARLY SEPARATION DATA

	LEVEL I			LEVEL II
	ESL	ABE 1 or 0-4	ABE 2 or 5-8	9-12
A. COMPLETION Check highest level student PASSED during this program.	1	2	3	4
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level.	☑	2	3	4
C. EARLY SEPARATION Check if student SEPARATED EARLY from this level, without passing a level.	1	2	3	4

21. Primary reason for EARLY SEPARATION - Select one and enter the corresponding two-digit number in available space. If more than one reason applies, select the MOST IMPORTANT reason. If reason is unknown to you, enter "16."

01 - To take a job (unemployed when entered program)
02 - To take a better job (employed when entered program)
03 - Released from institution or transferred to another institution
04 - To enter another training program
05 - Met personal objective
06 - Moved from the area
07 - Health problem
08 - Transportation problem
09 - Child care problem
10 - Family problem
11 - Time class/program is scheduled
12 - Location of class
13 - Lack of interest; instruction not helpful to participant
14 - Financial problem
15 - Other reason (specify on form)
16 - Information unavailable

22. Impact Data - Multiple answers possible - please check all important student achievements in any of these areas. (Note: The Change of Status form includes the same impact/achievement items. If you find out later in the year that students have achieved more as a result of this program, please complete and send to us so we may update the impact data.)

Thank you. Be sure to fill in your initials at the bottom of the form.

(01-05)

40717

DEAS-1967 (3/82)

PENNSYLVANIA DEPARTMENT OF EDUCATION

ADULT BASIC EDUCATION

STUDENT INTAKE / DATA FORM

(06-11)

Program No. _____

(12)

Program Year 82 - 83

Class No. _____

Please complete all of Section One for each individual when he/she first enrolls in this program. As soon as Section One is completed, detach Copy One of this form and mail it to Pennsylvania Department of Education, Division of Research and Evaluation, 333 Market St., Box 911, Harrisburg, Pa. 17108.

Complete Section Two at the end of the program. Then submit Copy Two of each form to the Division of Research and Evaluation along with the Program and Staff Forms. To facilitate the data analysis, please mail all these forms together, at the program's termination. Retain Copy Three of each form for your records.

Copy Four is a Change in Status form. See instructions for use.

The Program Number, identified on the Program Data Form, must be entered on every form.

It is essential to read the accompanying instructions before completing any part of this form.

SECTION ONE – STUDENT INTAKE INFORMATION

(13-21)

1. Name _____ 2. Social Security Number

3. Permanent Home Address: Number & Street _____

City _____ Zip Code _____ Telephone _____ 4. County _____ (22-23)

5. Please give name of person other than student's immediate family who will know where student is living should he/she move from present address:

Name _____ Address or Phone: _____

6. Sex (24) ☐ 1. Male ☐ 2. Female

7. Age ☐ (25-26)

8. Race (see instructions) ☐ (27)

9. Marital Status (28) ☐ 1. Single ☐ 2. Married ☐ 3. Separated/Divorced ☐ 4. Widow/Widower

9b. Number of Dependents Under 18 ☐ (29-30)

10. Month and year of enrollment in this program ☐☐☐☐ (31-34) MO. YR.

11. Student's initial entry level in this program.

Check one level only (See instructions): (35) ☐ 1. ESL ☐ 2. 0 - 4 ☐ 3. 5 - 8 ☐ 4. 9 - 12

12. If entry level is 9-12, did student complete an ABE program through 8th grade? (36) ☐ 1. yes ☐ 2. no

13. (See instructions)

a. Is student on public assistance? (37) ☐ 1. yes ☐ 2. no

b. Is student employed at time of enrollment? (38) ☐ 1. yes ☐ 2. no, but is available for work ☐ 3. no, and not available for work force

c. Is student handicapped? (39) ☐ 1. yes ☐ 2. no

d. Is student an immigrant to the U.S.? (40) ☐ 1. yes ☐ 2. no

14. Student's classes located in (see instructions for code): (41-42) ☐ If 09, specify: _____

15. Last grade completed (43-44) ☐

16. How did student find out about this ABE/GED program? (check ONE): (45-46)

- ☐ 01. Local Board of Education
- ☐ 02. Newspaper, radio, TV
- ☐ 03. Handout, mailed leaflet
- ☐ 04. Relative, friend
- ☐ 05. Employer
- ☐ 06. Union
- ☐ 07. Student in ABE/GED
- ☐ 08. School counselor
- ☐ 09. Other institution personnel (warden, etc.)
- ☐ 10. Human service agency
- ☐ 11. Clergy
- ☐ 12. Rehabilitation Counselor
- ☐ 13. Other (Specify) _____

17. Major reason for participating in program (check ONE): (47-48)

- ☐ 01. to improve job prospects
- ☐ 02. to learn better English
- ☐ 03. to obtain driver's license
- ☐ 04. to obtain citizenship
- ☐ 05. to get diploma or certificate
- ☐ 06. to qualify for training program
- ☐ 07. to help children with homework
- ☐ 08. social reasons
- ☐ 09. to improve basic skills
- ☐ 10. to achieve competency in (specify) _____
- ☐ 11. other (specify) _____

As soon as the information in Section One is collected during intake, please detach Copy One of this form and mail to the Division of Research and Evaluation. Be sure to remove all carbons at this time.

COPY TWO – SEND TO DIVISION OF RESEARCH AND EVALUATION AT THE END OF PROGRAM

STOP! BE SURE TO REMOVE CARBONS BEFORE COMPLETING THIS PAGE! THANK YOU.

18. How many hours of instruction did this student receive during this program? (49-51) ☐

19. Other contact hours (counseling, etc.) (52-53) ☐

20. COMPLETION AND EARLY SEPARATION DATA (Consult Instructions First)

COMPLETION AND EARLY SEPARATION DATA

		LEVEL I			LEVEL II
		ESL	0-4	5-8	9-12
A. COMPLETION Check highest level student PASSED during this program.	(54)	1	2	3	4
B. CONTINUATION Check if student attended classes throughout this program and remains at the same level.	(55)	1	2	3	4
C. EARLY SEPARATION Check if student SEPARATED EARLY from this level, without passing a level.	(56)	1	2	3	4

21. EARLY SEPARATIONS. If Row C above is checked, please indicate the primary reason for the student's early separation from this level. (Consult instructions section and enter one 2-digit number. NOTE: If a student PASSES a level, that student is NOT an early separation, even if he/she leaves before the program ends.) (57-58) ☐

If 15, please specify _____

22. IMPACT DATA (Complete at end of program or immediately after last contact with student.)

Achievements of Program Participants

Educational

(59) ☐ 1. Improved basic skills for personal satisfaction and increased self-confidence.

2. Obtained or improved competencies in:

(60) ☐ a. government and law
(61) ☐ b. community resources
(62) ☐ c. consumer economics
(63) ☐ d. parenting
(64) ☐ e. occupational knowledge
(65) ☐ f. health care
(66) ☐ g. other (specify)_____

(67) ☐ 3. Was Level I (0-8 and ESL) and learned reading, writing, and math skills.
(68) ☐ 4. Obtained a high school diploma.
(69) ☐ 5. Passed the GED Test.
(70) ☐ 6. Learned the English language (for participants whose primary language is not English).
(71) ☐ 7. Entered another education/training program.
(72) ☐ 8. GED Test taken, results not received.

Societal

(73) ☐ 9. Received U.S. citizenship.
(74) ☐ 10. Voted for first time.
(75) ☐ 11. Received driver's license as a result of program.
(76) ☐ 12. Referred to agencies (other than educational) for needed services.

Economic

(77) ☐ 13. Obtained a job.
(78) ☐ 14. Obtained a better job or salary increase.
(79) ☐ 15. Was removed from public assistance.
(80) ☐ 16. Met personal objective (specify)_____

☐ None of the above apply.

COMPLETED BY _____ (initials)

PDE-3024 (1/83)
Formerly
DEBE-1361

CONTROL CODE				SCHOOL I.D.							STARTING DATE				PAYMENT		
PROG.	PROJECT	DETAIL	FY	TYPE	I.U.	CTY	UNIT	CLASS	FUND	%	MON	DAY	YR	COST CENTER	TOTAL	BACK	LEFT

COMMONWEALTH OF PENNSYLVANIA - DEPARTMENT OF EDUCATION

NO. OF CLASSES	ADM. PER CLASS	PER PUPIL COST

FEDERAL FUNDS

REQUESTED TOTAL	$
(PDE USE ONLY) APPROVED TOTAL	$

ADULT - BASIC EDUCATION APPLICATION / APPROVAL

TYPE (CHECK ONE)

- ☐ PILOT PROJECT
- ☐ INITIAL PROGRAM
- ☐ REPEAT PROGRAM

INSTRUCTIONS: Submit original and FOUR copies.

PROGRAM	PERIOD DURING WHICH OBLIGATIONS MAY BE INCURRED FROM THROUGH
EDUCATIONAL AGENCY	ADDRESS
COUNTY / TELEPHONE NUMBER	PROJECT NUMBER (IF THIS IS A CONTINUATION OF A PREVIOUSLY APPROVED PROJECT)

CERTIFICATE

I hereby certify that _____ (Agency) has given its approval for participation of _____ (Agency) in the Adult Basic Education program for adults who need and can profit by such education.

The _____ (Agency) recognizes its obligation for making available an adequate educational program toward the elimination of the inability of all adults to read and write English and to raise substantially the level of education for all adults in need of basic education.

On behalf of _____ (Agency), a Program Plan, a Program Estimate Chart and Time Schedule of classes for operating an Adult Basic Education program is attached. The budget estimate for this program is reflected on the reverse side.

TYPED NAME – SECRETARY OF THE AGENCY	SIGNATURE – SECRETARY OF THE AGENCY	DATE
TYPED NAME – ADMINISTRATOR OF THE AGENCY	**SIGNATURE – ADMINISTRATOR OF THE AGENCY**	**DATE**

PDE APPROVAL

COORDINATOR, ADULT BASIC EDUCATION – SIGNATURE & DATE	CHIEF, ADULT AND COMMUNITY EDUCATION – SIGNATURE & DATE

INSTRUCTIONS: Applicant to insert PROPOSED EXPENDITURES for each category of expenditures necessary for the project described in the attached program plan. Include an itemized listing for expenditures in the attached budget worksheet as indicated in the guidelines.

CATEGORY	AMOUNT TO BE EXPENDED			TOTAL AMOUNT TO BE EXPENDED
	LOCAL	STATE	FEDERAL	
1. ADMINISTRATIVE SALARIES				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
2. SUPERVISORY STAFF SALARIES				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
3. INSTRUCTIONAL SALARIES (Teacher Aides and Trainers)				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
4. GUIDANCE AND COUNSELING				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
5. SECRETARIAL AND CLERICAL				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
6. OTHER (Identify)				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
7. EMPLOYE BENEFITS (Employer Share)				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
8. LOCAL AND STATE WORKSHOPS				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
9. CONFERENCES				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
10. RENTAL OF PUBLIC SPACE - Including custodial costs				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
11. RENTAL OF NONPUBLIC SPACE - Including custodial costs				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
12. TEXTBOOKS AND REFERENCE MATERIALS				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
13. INSTRUCTIONAL SUPPLIES, TESTS, ETC.				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
14. AUDIO-VISUAL EQUIPMENT				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
15. AUDIO-VISUAL MATERIALS				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				
TOTALS				
PROPOSED EXPENDITURES				
APPROVED AMOUNTS				

APPENDIX B

STATISTICAL SECTION OF THE FEDERAL ADULT EDUCATION
ANNUAL PERFORMANCE REPORT 1982-83

COMMONWEALTH OF PENNSYLVANIA
ADULT EDUCATION ANNUAL PERFORMANCE REPORT
FOR
DEPARTMENT OF EDUCATION
WASHINGTON, D.C. 20202

PERIOD COVERED
July 1, 1982 to June 30, 1983

DATE OF REPORT
October 1, 1983

TABLE 1. PART A.

Part A. Profile of adult education participants

Participants who upon entry into program were:	American Indian or Alaskan Native	Asian or Pacific Islander	Black	Hispanic	Other	Total
Educational Functioning Level:						
a. Level I	47	2,053	4,494	1,905	14,441	22,940
b. Level II	18	46	1,090	205	5,483	6,812
Total Both Levels	65	2,099	5,584	2,110	19,924	30,284

*Includes 502 students whose race was not available.

TABLE 1. PART B.

Part B. Participants who upon entry into the program were:

Ages:	Male	Female	Total
16-24	7,057	5,689	12,746
25-44	6,039	6,625	12,664
45-59	1,080	1,551	2,631
60 and older	492	1,208	1,700
Age not available			543

TABLE 1. PART C.

Part C. Participants who upon entry into the program were:

	Male	Female	Total
1. Employed	3,373	3,359	7,132
2. Unemployed (available for work force)	6,962	8,131	15,093
3. Unemployed (not available for work force)	3,961	3,610	7,571
4. Receiving Public Assistance	3,389	5,118	8,507
5. Handicapped	2,095	1,519	3,614
6. Adults with limited English proficiency	1,782	1,931	3,713
7. Residents in rural areas	N/A	N/A	N/A
8. Residents in urban areas with high rates of unemployment	8,722	9,040	17,762
9. Immigrants	1,793	1,993	3,786
10. Institutionalized	3,575	710	4,285

TABLE 1. PART D.

Part D. Achievements of program participants

		Male	Female	Total
1. Improved basic skills for personal satisfaction and increased self-confidence	297*	9,861	9,729	19,887
2. Obtained or improved competencies in:				
a. government and law	44	2,845	2,759	5,648
b. community resources	51	3,371	3,847	7,269
c. consumer economics	61	3,737	3,958	7,756
d. parenting	13	441	720	1,174
e. occupational knowledge	48	3,423	3,146	6,617
f. health care	31	1,328	1,918	3,277
g. other	10	698	673	1,381
3. Were Level I and learned reading, writing, and math skills	119	2,477	2,204	4,800
4. Obtained an adult high school diploma	3	307	289	599
5. Passed the GED Test	57	1,555	2,170	3,782
6. Learned the English language (for participants whose primary language is not English)	13	1,074	1,150	2,237
7. Entered another education/training program	11	981	933	1,925
8. Received U.S. Citizenship	1	21	28	50
9. Voted for first time	2	80	141	223
10. Obtained a job	22	864	595	1,481
11. Obtained a better job or salary increase	5	268	145	418
12. Were removed from public assistance	2	162	116	280

* Gender not indicated.

TABLE 2. NUMBER AND TYPE OF AGENCIES, INSTITUTIONS AND ORGANIZATIONS PARTICIPATING

Agencies, institutions and organizations used to provide adult education and support services	TOTAL NUMBER USED	Number of Programs Providing:		
		Transportation	Day Care	ESL or Bilingual
1. Business and industries	2			
2. Labor unions	2			
3. Community Colleges (Junior Colleges)	3			
4. Colleges and universities	5	1	5	6
5. Hospitals	4			
6. Churches	23			
7. Fraternal/sororal organizations	--			
8. Voluntary and community organizations	14			
9. Manpower and training agencies	7			
10. Health agencies	15			
11. Vocational and technical schools	18			
12. Libraries	44			
13. Institutions for the handicapped	13			
14. Correctional institutions	43			
15. Local Educational Agencies				
a) High School	115	29	36	64
b) Junior High or Middle School	27			
c) Elementary School	19			
d) Junior/Senior High School	6			
e) Other Local Educational Agency	2	21	12	19
16. Antipoverty programs	--			
17. Community center or learning centers	55			
18. Other public agencies and institutions (specify)	--			
19. Other private agencies and institutions	--	14	18	14
20. Other	1	1	1	7
TOTAL	418	66	72	110

TABLE 3. NUMBER OF PERSONNEL, BY ORGANIZATIONAL PLACEMENT AND TYPE OF JOB PERFORMED

Type of Job Performed	Number of Paid Personnel	
	Part-Time	Full-Time
State Level Administrative/Supervisory	--	6
Local Administrative/Supervisory	211	7
Local Teachers	886	49
Local Counselors	219	6
Local Paraprofessionals	15	90
	Number of Volunteers	
Teachers	2	0
Counselors	2	0
Paraprofessionals	12	0
Administrative/Supervisory	9	0
Tutors	452	1

TABLE 4. PARTICIPANTS LEAVING PROGRAM AND THEIR REASONS

Reasons for Leaving	Number
1. Completed their objectives	404
2. Reasons for leaving before completing objectives:	
a. Health problems	421
b) Day care problems	329
c. Transportation problems	425
d. Family	466
e. Location of class	34
f. Lack of interest; instruction not helpful to participant	1,054
g. Time class/program is scheduled	287
h. Changed address and left area	464
i. Other Known	453
To begin work in a new job	64
To begin work in a better job	1,207
Release or transfer from institution	488
To enter another training program	156
Financial problem	2,746
j. Unknown reasons	8,998
TOTAL	

APPENDIX C

1982-83 PENNSYLVANIA ABE PROGRAM
SUMMARY BY COUNTY

The following is a complete listing of ABE programs conducted throughout the Commonwealth during the 1982-83 fiscal year. The programs are arranged by county and offer such administrative details as program name and program type, as well as reported data including staffing, enrollments by entry level and total enrollments.

Although some counties do not appear, it should be recognized that in some cases services in these counties are provided by administrative units in adjacent counties.

SUMMARY OF ADULT BASIC EDUCATION PROGRAMS BY COUNTY
PREPARED BY THE DIVISION OF RESEARCH AND EVALUATION
FOR FISCAL YEAR 1982-1983

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
ALLEGHENY COUNTY											
36-3060	CLAIRTON SCHOOL DISTRICT	ABE	4		3	9		12	07/01/82	05/30/83	101241
37-3036	CLAIRTON SCHOOL DISTRICT	GED	4				14	14	07/01/82	05/30/83	103001
36-3102	COMM COLL OF ALLEGHENY COUNTY	ABE	2		16			16	01/15/83	05/30/83	982003
36-3004	CONNELLEY SKILL LEARNING CNTR	ABE	34	105	761	498		1364	07/01/82	06/30/83	201241
37-3008	CONNELLEY SKILL LEARNING CNTR	GED	5				272	272	07/01/82	06/30/83	203001
36-3030	DUQUESNE CITY SCHOOL DISTRICT	ABE	4			13		13	10/11/82	05/31/83	102001
37-3023	DUQUESNE CITY SCHOOL DISTRICT	GED	6				18	18	10/11/82	05/31/83	103001
36-3064	HIGHLANDS SCHOOL DISTRICT	ABE	7		1	16		17	09/01/82	05/31/83	101201
37-3039	HIGHLANDS SCHOOL DISTRICT	GED	7				19	19	09/01/82	05/30/83	103001
36-3049	IU #3 COMMUNITY PROGRAM	ABE	31	468	85	6		559	08/01/82	05/31/83	194122
34-3020	IU #3 INSTITUTIONAL PROGRAM	ABE	10		88	86		174	08/01/82	05/31/83	502102
34-3021	JOHN J. KANE HOSPITAL	ABE	2		5	8		13	07/01/82	05/30/83	901203
37-3024	PENN HILLS SCHOOL DISTRICT	GED	3				80	80	08/01/82	05/31/83	103001
36-3050	SCHOOL DISTRICT OF PENN HILLS	ABE	3			14		14	08/01/82	05/30/83	102001
35-3005	WESTERN STATE CORR INSTITUTION	GED	3				52	52	10/04/82	05/31/83	303005
36-3089	WILKINSBURG SCHOOL DISTRICT	ABE	5		15	19		34	10/15/82	05/30/83	101201
37-3061	WILKINSBURG SCHOOL DISTRICT	GED	4				14	14	10/15/82	05/30/83	103001
34-3011	WOODVILLE STATE HOSPITAL	ABE	8		7	48		55	09/13/82	05/31/83	501201
	COUNTY TOTAL		142	573	981	717	469	2740			
ARMSTRONG COUNTY											
36-3054	IU #28 COMMUNITY PROGRAM	ABE	8	27	14	137		178	07/01/82	05/31/83	802142
37-3034	IU #28 COMMUNITY PROGRAM	GED	3				59	59	07/01/82	05/31/83	213001
34-3017	IU #28 INSTITUTIONAL PROGRAM	ABE	4		42	18		60	07/01/82	05/31/83	401202
36-3033	KITTANNING HIGH SCHOOL	ABE	9		11	53		64	09/01/82	04/30/83	102101
36-3009	KITTANNING WORKSHOP	ABE	3		59			59	07/01/82	05/31/83	101001
34-3016	WESTERN STATE CORR INSTITUTION	ABE	5		39	51		90	10/04/82	05/31/83	301205
	COUNTY TOTAL		32	27	165	259	59	510			
BEAVER COUNTY											
36-3001	BEAVER COUNTY ADULT LITERACY	ABE	5	13	104			117	07/01/82	05/31/83	801004
34-3038	BEAVER COUNTY JAIL	ABE	4			13		13	10/15/82	05/21/83	402102
36-3012	COMM COLLEGE OF BEAVER COUNTY	ABE	6			69		69	09/07/82	05/31/83	901203
	COUNTY TOTAL		15	13	104	82		199			
BERKS COUNTY											
34-3030	BERKS COUNTY PRISON	ABE	4			20		20	09/01/82	05/30/83	402002
37-3021	IU #14 EXTERNAL DIPLOMA PROGRM	GED	7				55	55	09/01/82	05/31/83	103002

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
BERKS COUNTY											
36-3068	READING COMMUNITY PROGRAM	ABE	23	204	12	320		536	08/01/82	05/30/83	182143
37-3027	READING COMMUNITY PROGRAM	GED	11				242	242	09/01/82	05/31/83	103003
34-3025	TEEN CHALLENGE	ABE	6		31	199		230	07/01/82	05/30/83	504213
36-3006	THRESHOLD REHAB SERVICES, INC	ABE	6		15	15		30	07/01/82	05/31/83	801204
34-3015	WERNERSVILLE STATE HOSPITAL	ABE	6		37	68		155	08/15/82	05/31/83	501202
	COUNTY TOTAL		63	204	145	622	297	1268			
BLAIR COUNTY											
36-3026	ALTOONA COMMUN EDUCATION CNTR	ABE	45	6	53	593		652	07/01/82	06/30/83	282141
37-3058	ALTOONA COMMUN EDUCATION CNTR	GED	45				957	957	07/01/82	06/30/83	283001
36-3059	ALTOONA COMMUNITY PROGRAM	ABE	4		36			36	07/01/82	05/30/83	101002
34-3005	IU #8 COUNTY PRISONS PROGRAM	ABE	5		3	63		66	07/01/82	05/31/83	402102
	COUNTY TOTAL		99	6	92	656	957	1711			
BRADFORD COUNTY											
37-3040	ATHENS AREA SCHOOL DISTRICT	GED	6				26	26	07/01/82	05/30/83	103001
36-3002	BRADFORD COUNTY AVTS	ABE	5		10	21		31	07/01/82	05/25/83	102101
37-3065	BRADFORD COUNTY AVTS	GED	5				14	14	01/15/83	05/30/83	603001
36-3072	PENN YORK OPPORTUNITIES, INC.	ABE	5		12	2		14	09/ d2	04/08/83	801004
37-3026	TROY AREA SCHOOL DISTRICT	GED	6				30	30	09/01/82	05/31/83	103001
	COUNTY TOTAL		27		22	23	70	115			
BUCKS COUNTY											
36-3079	BENSALEM TOWNSHIP SCHOOL DIST	ABE	5	14		23		37	09/01/82	05/31/83	101241
37-3052	BENSALEM TOWNSHIP SCHOOL DIST	GED	4				88	88	09/21/82	05/31/83	103001
36-3093	BRISTOL BORO SCHOOL DISTRICT	ABE	4			13		13	01/01/83	05/31/83	101201
36-3025	BRISTOL TOWNSHIP SCHOOL DIST	ABE	6	43	20	58		121	09/22/82	05/25/83	101241
37-3049	BRISTOL TOWNSHIP SCHOOL DIST	GED	5				102	102	09/22/82	05/25/83	103001
36-3090	CENTENNIAL SCHOOL DISTRICT	ABE	7	27	8	13		48	10/15/82	05/15/83	104201
37-3062	CENTENNIAL SCHOOL DISTRICT	GED	7				86	86	10/15/82	05/31/83	103001
34-3040	IU #22 INSTITUTIONAL PROGRAM	ABE	7		3	161		164	10/15/82	05/30/83	401242
36-3061	QUAKERTOWN COMMUNITY SCHL DIST	ABE	3	11	2	2		15	08/01/82	05/31/83	101241
37-3037	QUAKERTOWN COMMUNITY SCHL DIST	GED	4				11	11	09/01/82	05/31/83	103001
	COUNTY TOTAL		52	95	33	270	287	685			

SUMMARY OF ADULT BASIC EDUCATION PROGRAMS BY COUNTY
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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
BUTLER COUNTY											
36-3038	IU IV COMMUNITY PROGRAM	ABE	21	34	37	168		239	07/01/82	05/30/83	802142
	COUNTY TOTAL		21	34	37	168		239			
CAMBRIA COUNTY											
36-3042	GREATER JOHNSTOWN AVTS	ABE	12	4	7	68		79	07/01/82	05/30/83	602101
37-3057	GREATER JOHNSTOWN AVTS	GED	12				72	72	07/01/82	05/30/83	603001
36-3003	JOHNSTOWN REHABILITATION CNTR	ABE	3		183	144		327	07/01/82	05/31/83	502102
	COUNTY TOTAL		27	4	190	212	72	478			
CARBON COUNTY											
36-3069	CARBON COUNTY AVTS	ABE	10		5	66		71	08/01/82	05/31/83	682411
	COUNTY TOTAL		10		5	66		71			
CENTRE COUNTY											
36-3010	DEVELOPMENT CENTER FOR ADULTS	ABE	84	66	207	1156		1429	07/01/82	05/31/83	262102
37-3010	DEVELOPMENT CENTER FOR ADULTS	GED	8				107	107	07/01/82	05/31/83	263002
34-3033	ROCKVIEW STATE CORR INSTIT	ABE	2			19		19	10/01/82	05/31/83	301005
35-3006	ROCKVIEW STATE CORR INSTIT	GED	2				48	48	10/01/82	05/31/83	303005
36-3043	STATE COLLEGE AREA SCHOOL DIST	ABE	10	186	5	74		265	09/01/82	05/31/83	104211
37-3016	STATE COLLEGE AREA SCHOOL DIST	GED	2				47	47	09/01/82	05/31/83	103001
	COUNTY TOTAL		108	252	212	1249	202	1915			
CHESTER COUNTY											
36-3023	AVON GROVE SCHOOL DISTRICT	ABE	3		36	24		60	10/07/82	05/25/83	101201
36-3098	CHESTER COUNTY MIGRANT ESL	ABE	4	14				14	01/15/83	05/30/83	804004
37-3019	COATESVILLE AREA SCHOOL DIST	GED	2				42	42	09/20/82	05/31/83	103001
36-3030	IU #24 COMMUNITY PROGRAM	ABE	6			57		57	09/01/82	05/30/83	612102
37-3054	IU #24 COMMUNITY PROGRAM	GED	2				64	64	09/01/82	05/31/83	613002
36-3036	IU #24 INSTITUTIONAL PROGRAM	ABE	2		10	44		54	09/01/82	05/30/83	451242
35-3010	IU #24 INSTITUTIONAL PROGRAM	GED	1				13	13	09/01/82	03/02/83	503002
36-3052	WEST CHESTER AREA SCHOOL DIST	ABE	4	19	1	16		36	08/15/82	05/31/83	101201
37-3012	WEST CHESTER AREA SCHOOL DIST	GED	4				45	45	08/15/82	05/31/83	103001
	COUNTY TOTAL		28	33	47	141	164	385			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
CLARION COUNTY											
36-3036	CLARION COUNTY AVTS	ABE	5			36		36	07/01/82	05/15/83	602101
37-3043	CLARION COUNTY AVTS	GED	5				26	26	07/01/82	05/30/83	103001
	COUNTY TOTAL		10			36	26	62			
CRAWFORD COUNTY											
36-3039	CRAWFORD CENTRAL SCHOOL DIST	ABE	5		29	39		68	07/01/82	05/23/83	101201
37-3045	CRAWFORD CENTRAL SCHOOL DIST	GED	8				99	99	09/01/82	05/23/83	103001
37-3068	NORTHWEST TRI-COUNTY IU #5	GED	6				61	61	02/01/83	05/31/83	103002
36-3034	PENNCREST SCHOOL DISTRICT	ABE	4		18	80		98	07/01/82	05/30/83	102141
37-3001	PENNCREST SCHOOL DISTRICT	GED	6				36	36	07/01/82	05/31/83	103001
	COUNTY TOTAL		29		47	119	196	362			
CUMBERLAND COUNTY											
34-3034	CAMP HILL STATE CORR INSTIT	ABE	6		73	61		134	09/08/82	05/30/83	301205
35-3007	CAMP HILL STATE CORR INSTIT	GED	1				33	33	09/08/82	05/31/83	303005
36-3045	CARLISLE AREA SCHOOL DISTRICT	ABE	7	33	9	2		44	07/01/82	05/31/83	104201
37-3015	CARLISLE AREA SCHOOL DISTRICT	GED	5				126	126	07/01/82	05/31/83	103001
34-3022	CUMBERLAND COUNTY PRISON	ABE	2	1	1	13		15	07/01/82	05/30/83	404102
37-3007	CUMBERLAND VALLEY SCHL DIST	GED	2				69	69	07/01/82	05/31/83	103501
36-3045	EAST PENNSBORO AREA SCHL DIST	ABE	7			21		21	08/01/82	05/31/83	102001
	COUNTY TOTAL		30	34	83	97	228	442			
DAUPHIN COUNTY											
34-3006	DAUPHIN COUNTY PRISON	ABE	1	29				29	07/01/82	05/31/83	404004
34-3007	DAUPHIN COUNTY PRISON	ABE	5		22	54		76	07/01/82	05/31/83	402102
35-3001	DAUPHIN COUNTY PRISON	GED	3				49	49	07/01/82	05/31/83	403002
36-3046	HARRISBURG CITY SCHOOL DIST	ABE	6	44	28	31		103	07/01/82	05/30/83	104121
37-3048	HARRISBURG CITY SCHOOL DIST	GED	1				37	37	07/01/82	05/30/83	103001
34-3008	HARRISBURG STATE HOSPITAL	ABE	6		11	2		13	07/10/82	05/31/83	501202
35-3003	HARRISBURG STATE HOSPITAL	GED	2				32	32	09/01/82	05/31/83	503002
35-3013	HUNTINGDON STATE CORR INSTIT	GED	3				26	26	12/01/82	05/27/83	303005
36-3078	PUERTO RICAN ORGANIZING COMMIT	ABE	6	44		1		45	09/07/82	04/22/83	804004
36-3016	TRI-COUNTY C.I.C.	ABE	10	53	38	213		304	07/01/82	05/31/83	801249
37-3003	TRI-COUNTY C.I.C.	GED	6				161	161	07/06/82	05/31/83	803004
36-3026	UPPER DAUPHIN COMMUNITY PROG	ABE	6		18			18	09/06/82	03/03/83	801004
	COUNTY TOTAL		55	170	117	301	305	893			

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
DELAWARE COUNTY											
36-3081	CHESTER UPLAND SCHOOL DISTRICT	ABE	4		1	79		80	09/01/82	05/31/83	181241
37-3055	CHESTER UPLAND SCHOOL DISTRICT	GED	3				96	96	09/01/82	05/31/83	183001
36-3091	CHICHESTER SCHOOL DISTRICT	ABE	3			34		34	10/15/82	05/20/83	101201
36-3018	DELAWARE CO. LITERACY COUNCIL	ABE	4		87	7		94	09/01/82	05/31/83	801004
36-3039	DELAWARE COUNTY PRISON	ABE	6	1	20	122		143	10/15/82	05/30/83	402144
35-3011	DELAWARE COUNTY PRISON	GED	4				50	50	10/15/82	03/30/83	403004
34-3037	HAVERFORD STATE HOSPITAL	ABE	4		17	92		109	10/15/82	05/15/83	502142
36-3023	RIDLEY SCHOOL DISTRICT	ABE	4	23	1	83		107	09/20/82	05/04/83	101241
37-3030	RIDLEY SCHOOL DISTRICT	GED	3				67	67	09/20/82	05/04/83	103001
36-3084	SOUTHEAST DELCO SCHOOL DIST	ABE	3			1		1	09/01/82	05/30/83	102401
37-3053	SOUTHEAST DELCO SCHOOL DIST	GED	3				62	62	09/01/82	05/31/83	103001
34-3009	SOUTHEAST PA REHAB CENTER	ABE	8		73	15		88	07/10/82	05/31/83	501204
36-3011	SOUTHEAST PA REHAB CENTER	ABE	10		107	95		202	07/01/82	05/31/83	801204
36-3075	WILLIAM PENN SCHOOL DISTRICT	ABE	5		2	109		111	09/01/82	05/30/83	104121
37-3041	WILLIAM PENN SCHOOL DISTRICT	GED	3				15	15	09/01/82	05/30/83	103001
	COUNTY TOTAL		67	24	308	637	290	1259			
ERIE COUNTY											
36-3021	CURRY AREA SCHOOL DISTRICT	ABE	4			35		35	07/01/82	05/30/83	1021
36-3092	DR. GERTRUDE A. BARBER CENTER	ABE	8		53	13		66	10/15/82	05/31/83	801
36-3003	ERIE ADULT LEARNING CENTER	ABE	14	66	427	308		801	07/01/82	06/30/83	2014
37-3006	ERIE ADULT LEARNING CENTER	GED	6				80	80	07/01/82	05/31/83	203001
36-3048	MILLCREEK TOWNSHIP SCHOOL DIST	ABE	5	8	1	26		35	07/01/82	05/30/83	104101
37-3047	MILLCREEK TOWNSHIP SCHOOL DIST	GED	4				24	24	07/01/82	05/30/83	103001
36-3105	NORTHWEST TRI-COUNTY IU #5	ABE	3		3	21		24	02/01/83	05/30/83	102002
	COUNTY TOTAL		44	74	484	403	104	1065			
FAYETTE COUNTY											
37-3017	CONNELLSVILLE PROGRAM	GED	4				37	37	09/01/82	05/31/83	103004
36-3106	FAYETTE CO COMMUN ACTION AGNCY	ABE	1			15		15	02/01/83	05/31/83	802104
	COUNTY TOTAL		5			15	37	52			
FRANKLIN COUNTY											
36-3044	WAYNESBORO AREA SCHOOL DIST	ABE	7			78		78	09/01/82	05/30/83	102001
37-3014	WAYNESBORO AREA SCHOOL DIST	GED	4				60	60	09/01/82	05/31/83	103001
	COUNTY TOTAL		11			78	60	138			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
LUZERNE COUNTY											
34-3028	DALLAS STATE CORR INSTITUTION	ABE	4		19	17		36	10/04/82	05/31/83	302005
36-3047	HAZLETON AREA SCHOOL DISTRICT	ABE	7	12	4	57		73	08/15/82	04/15/83	102141
36-2802	INST OF HUMAN RESOURCES & SERV	ABE	5		30			30	09/01/82	12/31/82	901202
36-3097	INST OF HUMAN RESOURCES & SERV	ABE	5		34			34	01/01/83	05/31/83	901002
36-3013	REHAB SERVICES	ABE	2		28	5		33	08/01/82	05/31/83	801004
36-3053	WILKES-BARRE AREA SCHOOL DIST	ABE	5	15	2	137		154	08/01/82	03/31/83	182141
	COUNTY TOTAL		28	27	117	216		360			
LYCOMING COUNTY											
34-3018	LYCOMING COUNTY PRISON	ABE	4		7	24		31	09/16/82	05/13/83	402101
34-3027	MUNCY STATE CORR INSTITUTION	ABE	3		3	32		35	09/01/82	05/31/83	301245
36-3067	WILLIAMSPORT AREA SCHOOL DIST	ABE	6	27	31	24		82	07/06/82	05/15/83	101241
37-3035	WILLIAMSPORT AREA SCHOOL DIST	GED	8				206	206	09/08/82	05/14/83	103001
	COUNTY TOTAL		21	27	41	80	206	354			
MCKEAN COUNTY											
35-2807	IU #9 COMMUNITY PROGRAM	ABE	3		4	40		44	09/01/82	05/27/83	102102
37-3063	IU #9 COMMUNITY PROGRAM	GED	3				20	20	01/04/83	04/30/83	103002
36-3056	KANE AREA SCHOOL DISTRICT	ABE	2		3	13		16	07/01/82	05/30/83	101241
37-3051	KANE AREA SCHOOL DISTRICT	GED	3				25	25	07/01/82	05/30/83	103001
	COUNTY TOTAL		11		7	53	45	105			
MERCER COUNTY											
36-3058	FARRELL AREA SCHOOL DISTRICT	ABE	6		18	38		56	09/06/82	05/30/83	101241
37-3013	FARRELL AREA SCHOOL DISTRICT	GED	4				43	43	09/07/82	05/31/83	103001
37-3046	IU IV COMMUNITY PROGRAM	GED	13				129	129	07/01/82	05/30/83	803002
34-3023	IU IV INSTITUTIONAL PROGRAM	ABE	3			11		11	09/01/82	05/30/83	402102
36-3037	MERCER COUNTY AVTS	ABE	9			18		18	07/01/82	05/30/83	602101
37-3002	MERCER COUNTY AVTS	GED	4				15	15	07/01/82	05/31/83	603001
35-3008	MERCER SCRF	GED	2				19	19	09/01/82	05/30/83	303005
34-3013	MERCER SRCF	ABE	2		4	24		28	09/01/82	05/30/83	301205
	COUNTY TOTAL		43		22	91	206	319			

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
LUZERNE COUNTY											
34-3028	DALLAS STATE CORR INSTITUTION	ABE	4		19	17		36	10/04/82	05/31/83	302005
36-3047	HAZLETON AREA SCHOOL DISTRICT	ABE	7	12	4	57		73	08/15/82	04/15/83	102141
36-2802	INST OF HUMAN RESOURCES & SERV	ABE	5		30			30	09/01/82	12/31/82	901202
36-3097	INST OF HUMAN RESOURCES & SERV	ABE	5		34			34	01/01/83	05/31/83	901002
36-3013	REHAB SERVICES	ABE	2		28	5		33	08/01/82	05/31/83	801004
36-3054	WILKES-BARRE AREA SCHOOL DIST	ABE	5	15	2	137		154	08/01/82	03/31/83	182141
	COUNTY TOTAL		28	27	117	216		360			
LYCOMING COUNTY											
34-3018	LYCOMING COUNTY PRISON	ABE	4		8	24		32	09/16/82	05/13/83	402101
34-3027	MUNCY STATE CORR INSTITUTION	ABE	3		3	32		35	09/01/82	05/31/83	301245
36-3067	WILLIAMSPORT AREA SCHOOL DIST	ABE	6	27	31	24		82	07/06/82	05/15/83	101241
37-3035	WILLIAMSPORT AREA SCHOOL DIST	GED	8				206	206	09/08/82	05/14/83	103001
	COUNTY TOTAL		21	27	42	80	206	355			
MCKEAN COUNTY											
35-2807	IU #9 COMMUNITY PROGRAM	ABE	3		4	40		44	09/01/82	05/27/83	102102
37-3063	IU #9 COMMUNITY PROGRAM	GED	3				20	20	01/04/83	04/30/83	103002
36-3056	KANE AREA SCHOOL DISTRICT	ABE	2		3	13		16	07/01/82	05/30/83	101241
37-3051	KANE AREA SCHOOL DISTRICT	GED	3				25	25	07/01/82	05/30/83	103001
	COUNTY TOTAL		11		7	53	45	105			
MERCER COUNTY											
36-3058	FARRELL AREA SCHOOL DISTRICT	ABE	6		18	38		56	09/06/82	05/30/83	101241
37-3013	FARRELL AREA SCHOOL DISTRICT	GED	4				43	43	09/07/82	05/31/83	103001
37-3046	IU IV COMMUNITY PROGRAM	GED	13				129	129	07/01/82	05/30/83	803002
34-3023	IU IV INSTITUTIONAL PROGRAM	ABE	3			11		11	09/01/82	05/30/83	402102
36-3037	MERCER COUNTY AVTS	ABE	9			18		18	07/01/82	05/30/83	602101
37-3002	MERCER COUNTY AVTS	GED	4				15	15	07/01/82	05/31/83	603001
35-3008	MERCER SCBF	GED	2				19	19	09/01/82	05/30/83	303005
34-3013	MERCER SRCF	ABE	2		4	24		28	09/01/82	05/30/83	301205
	COUNTY TOTAL		43		22	91	206	319			

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
MONTGOMERY COUNTY											
36-3070	CHELTENHAM TOWNSHIP SCHL DIST	ABE	3	5	4	17		26	08/01/82	04/30/83	101241
34-3010	EAGLEVILLE STATE HOSPITAL	ABE	4		5	30		35	07/12/82	05/26/83	501202
34-3019	GRATERFORD STATE CORR INSTIT	ABE	4		17	41		58	09/20/82	05/31/83	301205
35-3004	GRATERFORD STATE CORR INSTIT	GED	3				23	23	09/27/82	05/31/83	303005
36-3027	HATBORO-HORSHAM SCHOOL DIST	ABE	6	9		16		25	09/08/82	05/26/83	104211
36-3082	MONT CO RES FOR HUMAN DEVELOP	ABE	2		1	12		13	07/01/82	12/31/82	802104
37-3056	MONT CO RES FOR HUMAN DEVELOP	GED	2				16	16	07/01/82	12/31/82	803004
36-3107	MONTCO O. I. C.	ABE	5		1	9		10	03/27/83	06/05/83	802004
37-3070	MONTCO O. I. C.	GED	5				10	10	03/27/83	06/05/83	803004
36-3065	NORRISTOWN AREA SCHOOL DIST	ABE	15	68	33	67		168	08/01/82	05/31/83	181241
37-3029	NORRISTOWN AREA SCHOOL DIST	GED	10				98	98	08/01/82	05/31/83	103001
36-3073	SCHOOL DIST OF UPPER DUBLIN	ABE	4	1		35		36	09/13/82	05/27/83	102001
36-3074	SPRING FORD AREA SCHOOL DIST	ABE	4	1	18	20		39	09/01/82	05/30/83	101241
37-3042	SPRING FORD AREA SCHOOL DIST	GED	4				8	8	09/01/82	04/30/83	103001
36-3024	WISSAHICKON SCHOOL DISTRICT	ABE	1	32	3			35	09/13/82	05/25/83	101241
	COUNTY TOTAL		72	116	82	247	155	600			
NORTHAMPTON COUNTY											
36-3076	BETHLEHEM AREA SCHOOL DISTRICT	ABE	3	36				36	08/16/82	05/31/83	101401
37-3020	BETHLEHEM AREA SCHOOL DISTRICT	GED	10				122	122	08/16/82	05/31/83	103001
35-3014	BETHLEHEM SPANISH INSTIT	GED	3				19	19	01/15/83	05/30/83	503001
36-3063	EASTON AREA SCHOOL DISTRICT	ABE	10	40	17	64		121	08/11/82	04/30/83	181241
37-3038	EASTON AREA SCHOOL DISTRICT	GED	5				29	29	08/11/82	04/30/83	103001
34-3024	NORTHAMPTON COUNTY PRISON	ABE	8			52		52	08/11/82	04/30/83	401201
36-3087	PEN ARGYL AREA SCHOOL DISTRICT	ABE	5		3	63		66	07/01/82	05/30/83	101201
37-3059	PEN ARGYL AREA SCHOOL DISTRICT	GED	3				43	43	07/01/82	05/31/83	103001
	COUNTY TOTAL		47	76	20	179	213	488			
PHILADELPHIA COUNTY											
36-3014	CAREER TRANSITION PROGRAM	ABE	6			54		54	10/01/82	06/30/83	801204
36-2803	CENTER FOR LITERACY	ABE	250	66	298	40		404	07/01/82	05/31/83	801424
36-3055	DIST 1199C TRNG AND UPGRADING	ABE	4		20	66		86	07/01/82	05/31/83	801204
36-3020	LUTHERAN SOCIAL MISSION SOC	ABE	13		36	89		125	09/01/82	05/31/83	801244
36-3083	PHILA ADULT LEARNING CENTERS	ABE	18	91	251	4		346	09/01/82	05/31/83	801403
34-3001	PHILADELPHIA CORRECTIONS	ABE	3		1	180		181	07/01/82	06/30/83	301241
36-3005	SCHOOL DIST OF PHILADELPHIA	ABE	16	182	324	1071		1577	07/01/82	06/30/83	101241
37-3009	SCHOOL DIST OF PHILADELPHIA	GED	11				555	555	07/01/82	06/30/83	183001
35-3019	SOUTHERN HOME SERVICES	ABE	0	63	3	14		80	07/12/82	05/31/83	804124
36-3101	SPRING GARDEN COLLEGE	ABE	7		3	26		29	01/15/83	05/30/83	901203
	COUNTY TOTAL		328	402	936	1544	555	3437			

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PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
POTTER COUNTY											
36-2806	COUDERSPORT AREA SCHOOL DIST	ABE	4		4	11		15	07/01/82	12/30/82	102101
36-3095	COUDERSPORT AREA SCHOOL DIST	ABE	4		4	11		15	12/30/82	05/31/83	102101
	COUNTY TOTAL		8		8	22		30			
SCHUYLKILL COUNTY											
36-3022	BELIEVE IN YRSLF-IMPROVE YRSLF	ABE	5	3	10	16		29	09/01/82	05/30/83	101201
36-3021	IU #29 COMMUNITY PROGRAM	ABE	5		35	42		77	09/01/82	05/31/83	861202
37-3050	SCHUYLKILL PROGRAM	GED	4				40	40	09/01/82	05/31/83	683001
36-3062	WILLIAMS VALLEY SCHOOL DIST	ABE	4			34		34	08/01/82	04/27/83	102001
	COUNTY TOTAL		18	3	45	92	40	180			
SOMERSET COUNTY											
36-3008	SOMERSET COUNTY AVTS	ABE	6		58	20		78	07/01/82	05/31/83	601241
37-3025	SOMERSET COUNTY AVTS	GED	6				61	61	09/01/82	05/31/83	603001
	COUNTY TOTAL		12		58	20	61	139			
TIOGA COUNTY											
36-3071	MANSFIELD STATE COLLEGE	ABE	6		11	53		64	09/01/82	05/31/83	902103
	COUNTY TOTAL		6		11	53		64			
UNION COUNTY											
36-2805	IU #16 COMMUNITY PROGRAM	ABE	25		10	534		544	07/01/82	12/31/82	102102
36-3094	IU #16 COMMUNITY PROGRAM	ABE	28			416		416	01/01/83	05/31/83	102102
37-3011	IU #16 COMMUNITY PROGRAM	GED	14				174	174	07/01/82	05/31/83	103002
34-3035	IU #16 INSTITUTIONAL PROGRAM	ABE	5	46	38	312		396	07/01/82	05/31/83	401202
35-3009	IU #16 INSTITUTIONAL PROGRAM	GED	4				185	185	07/01/82	05/31/83	103002
	COUNTY TOTAL		76	46	48	1262	359	1715			
VENANGO COUNTY											
36-3041	TITUSVILLE AREA SCHOOL DIST	ABE	5		1	35		36	07/01/82	05/30/83	102101
	COUNTY TOTAL		5		1	35		36			

SUMMARY OF ADULT BASIC EDUCATION PROGRAMS BY COUNTY
PREPARED BY THE DIVISION OF RESEARCH AND EVALUATION
FOR FISCAL YEAR 1982-1983

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
WARREN COUNTY											
35-3012	WARREN COUNTY JAIL	GED	4				35	35	10/15/82	05/31/83	404001
	COUNTY TOTAL		4				35	35			
WASHINGTON COUNTY											
36-3040	CALIFORNIA COMMUNITY PROGRAM	ABE	3			32		32	07/01/82	05/31/83	901202
36-3051	CARMICHAELS,CARROLL,WAYNESBURG	ABE	9	3	4	111		118	09/01/82	05/31/83	101422
36-3015	IU #1 ADULT LEARNING CENTER	ABE	9	10	49	298		357	08/01/82	05/31/83	201242
36-3099	MC GUFFEY SCHOOL DISTRICT	ABE	4			14		14	02/01/83	05/31/83	102001
37-3028	MC GUFFEY SCHOOL DISTRICT	GED	4				42	42	09/02/82	05/30/83	103001
36-3068	TRINITY AREA SCHOOL DISTRICT	ABE	8	12	2	127		141	10/15/82	05/15/83	102141
37-3060	TRINITY AREA SCHOOL DISTRICT	GED	4				24	24	10/15/82	05/15/83	103001
34-3026	WASHINGTON CP AND WESTERN CNTR	ABE	5		26	26		52	09/01/82	05/31/83	401202
36-3077	WAYNESBURG DAY PROGRAM	ABE	5	2	14	70		86	09/01/82	05/31/83	801202
	COUNTY TOTAL		50	27	95	678	66	866			
WAYNE COUNTY											
34-3029	FARVIEW STATE HOSPITAL	ABE	3			28		28	09/01/82	05/15/83	502102
37-3033	WAYNE HIGHLANDS SCHOOL DIST	GED	5				42	42	10/01/82	05/15/83	103001
	COUNTY TOTAL		8			28	42	70			
WESTMORELAND COUNTY											
34-3014	GREENSBURG SRCF	ABE	4		52	22		74	09/20/82	05/31/83	301205
35-3002	GREENSBURG SRCF	GED	3				47	47	09/29/82	05/31/83	303005
36-3007	NEW KENSINGTON/ARNOLD SCH DIST	ABE	4	5	3	9		17	07/01/82	05/30/83	102411
36-3035	NORWIN SCHOOL DISTRICT	ABE	4			38		38	07/01/82	05/30/83	102101
37-3044	NORWIN SCHOOL DISTRICT	GED	4				32	32	07/01/82	05/30/83	103001
36-3103	WESTMORELAND CO EMPL TRAIN ADP	ABE	5			30		30	02/01/83	05/31/83	802004
37-3066	WESTMORELAND CO EMPLOY TRAIN	GED	5				30	30	02/01/83	05/31/83	803004
	COUNTY TOTAL		29	5	55	99	109	268			
WYOMING COUNTY											
36-3066	TUNKHANNOCK AREA SCHOOL DIST	ABE	5			51		51	08/01/82	05/30/83	102101
	COUNTY TOTAL		5			51		51			

PROGRAM NUMBER	PROGRAM NAME	PROGRAM TYPE	STAFF FORMS	LEVEL ESL	LEVEL 0-4	LEVEL 5-8	LEVEL 9-12	PROGRAM TOTAL	STARTING DATE	ENDING DATE	DETAIL CODE
YORK COUNTY											
36-3017	IU #12 COMMUNITY PROGRAM	ABE	166	134	82	209		425	07/01/82	05/31/83	101422
37-3031	IU #12 COMMUNITY PROGRAM	GED	13				473	473	07/01/82	05/31/83	103002
34-3012	IU #12 PRISON PROGRAM	ABE	3		1	212		213	07/01/82	05/31/83	401202
37-3069	RED LAND COMM ACTION PROGRAM	GED	3				14	14	02/02/83	05/30/83	803004
37-3067	YORK COUNTY AVTS	GED	4				27	27	02/01/83	05/31/83	603001
	COUNTY TOTAL		189	134	83	421	514	1152			
GRAND TOTAL			2008	3738	5390	14286	6969	30383			

NOTE: TOTALS REPORTED HERE INCLUDE ENROLLMENT FORMS RECEIVED SUBSEQUENT TO THE DATA ANALYSIS PREPARED AS PART OF THE FEDERAL ADULT EDUCATION PERFORMANCE REPORT, AND THEREFORE VARY FROM THE TOTALS PRESENTED IN THIS ADMINISTRATIVE SURVEY REPORT.

APPENDIX D

1982-83

SECTION 310 FUNDED PROJECTS

Section 310 of the Adult Education Act provides support for special experimental demonstration and teacher training projects. More information about individual projects conducted in 1982-83 may be obtained by contacting AdvancE, Pennsylvania's Adult Education Clearinghouse, at the following address:

AdvancE
PDE Resource Center/VEIN
Pennsylvania Department of Education
333 Market Street, 11th Floor
P. O. Box 911
Harrisburg, PA 17108

SECTION 310 PROJECTS

Special Experimental Demonstration Projects

1.a. Operate a statewide ABE Program Improvement Clearinghouse to: acquire, store, reproduce, and disseminate resources and information in response to State initiatives and local needs; accommodate on-site client use of resource materials, facilitate client identification and use of resources for research, and for development and instructional programs.

"PA ABE Program Improvement Clearinghouse"

Millersville State College

Millersville State College administered operation of AdvancE as Pennsylvania's Adult Education Resource Clearinghouse. A staff, experienced in acquiring and disseminating information and resources to ABE/GED/ESL program personnel, implemented a management and service plan to promote utilization of techniques, procedures and materials for improving educational programs for adults. Project goals and objectives were attained through staff activities at the campus operational site and at the workshops and annual conference sites throughout the state.

b. Operate a statewide ABE Program Improvement Clearinghouse to: provide supportive services for a statewide ABE Staff Development Program, which includes:

(1) Three regional workshops designed to meet local program personnel needs. Contracted presentations for these sessions will be solicited from throughout the State of Pennsylvania, using the expertise of a wide array of professionals, representing various agencies and institutions of higher education.

(2) Interim and/or alternative professional development activities for teachers and counselors of ABE students.

(3) Resource utilization sessions at the clearinghouse for local ABE personnel.

"ABE Staff Development Support Service of the PA Program Improvement Clearinghouse"

Millersville State College

The AdvancE staff at Millersville State College operated an ABE Program Improvement Clearinghouse as a service center for state and local ABE programs and personnel in Pennsylvania. The staff development program support service enabled this audience to acquire knowledge and skills for improving professional performance of ABE program duties through regional workshops and meetings.

c. Operate a statewide ABE Program Improvement Clearinghouse to: provide supportive services in response to other Division of Adult Education and Training Programs initiatives.

"ABE State Planning and Evaluation Support Service of the PA ABE Program Improvement Clearinghouse"

Millersville State College

Millersville State College operated an ABE Program Improvement Clearinghouse as a service center for State and local ABE programs and personnel in Pennsylvania. Planning and evaluation activities structured by the Division of Adult and Continuing Education were physically and fiscally managed by the clearinghouse in accordance with staff-developed procedures approved by State personnel. Management services requisite for those activities included: notifying participants about group sessions; organizing session materials, equipment and facilities; making arrangements for meeting sites, consultants, and participant accommodations; disbursement of program funds for incurred expenses; maintenance of procedural and financial records; and coordinating the analysis of GED data from Pennsylvania's institutions.

"An Administrative Survey of the ABE Programs in Pennsylvania"

PDE, Division of Research and Evaluation

The data collection and reporting of the annual Pennsylvania Adult Basic Education (ABE) program data were undertaken by the Division of Research and Evaluation on July 1, 1982 and concluded June 30, 1983. The objectives of the project were to enable the Pennsylvania Department of Education, through its Division of Adult and Continuing Education, to comply with Federal ABE program data reporting requirements and to provide the Commonwealth with a data report of ABE programs in Pennsylvania.

Because of its ongoing nature, the overall data collection and reporting effort overlapped federal fiscal years. The project initiated all data files for the 1982-83 year, collected all data, prepared financial and progress reports as required, and began preparation for the 1983-84 programs. In addition, the Administrative Survey Report for FY 1981-82 was written based on data collected for that purpose.

The Administrative Survey Report was written at a quasi-technical level so that administrators and teachers would benefit from the results reported therein. The report is also suitable from the standpoint of educational researchers interested in adult and continuing education.

2. Assist the Pennsylvania Department of Education in determining the feasibility of developing necessary adult education certifications and the potential of institutions for delivery of instruction for these certifications. (NOTE: This is a one year and all encompassing project, which would include a needs assessment.)

"Feasibility of Requiring and Delivering Certification for ABE Teachers in PA"

Indiana University of Pennsylvania

The purpose of this study was to determine the feasibility of requiring and delivering certification for adult basic education teachers in Pennsylvania. The findings reported professional positions toward ABE certification, states that offer forms of ABE certification, reasons that states do not require ABE certification, funding linked to certification, planning processes, and requirements and methods. As a result of this study, two conclusions can be reached. One, an examination of the literature revealed that there is no clear indication of the value of educational certification, at any level. Two, in the issues, findings, and discussions reported there was no philosophy, no purpose, no correlation with performance, and no body of acceptable research for certification, in general. It is recommended that the topic of ABE certification be opened for discussion among ABE professionals through such vehicles as the state conference. It is further recommended that a significant research study be conducted to ascertain the appropriate certification system for ABE. It is recommended that before any consideration can be made to certify teachers of ABE in Pennsylvania, there must be a philosophy, a clear cut specific purpose, a relationship between performance and competence, and further research.

3. Provide for the publication of an ABE newsletter that would report on and disseminate useful information to ABE practitioners and other supporters of the ABE program in Pennsylvania.

"ABE Newsletter"

David W. Fluke, Editor

The Adult Basic Education Newsletter was published monthly for the months of September, 1982 through June, 1983. It was mailed free to all Section 310 and 306 programs in Pennsylvania as well as more than 500 other persons in Pennsylvania and 15 other states. The purpose was to keep the readers informed as to new developments in adult education, significant dates and events, federal and state developments relating to ABE funding and policies and information from the Division of Adult and Continuing Education. Although the newsletter was especially relevant to ABE practitioners in Pennsylvania it was also of some use to ABE practitioners in other states and persons interested in adult education.

4. Provide for the publication of a magazine by, for, and about ABE students, which would be used as a medium to teach basic skills in ABE and to promote student retention. Provide for a publication of the Success Stories of the finalists competing for the Outstanding Adult Basic Education Student of the Year.

"Adult Student Magazine"

Tana Reiff Sodano

The primary objective of the 1981-82 Adult Student magazine project was to produce three issues of a student-centered magazine to be used in adult basic education programs as an effective medium for teaching basic skills and promoting student interest. Each issue aimed to:

a. Provide a forum for the expression of concerns of adult students relative to their involvement in ABE/ESL/GED programs.

b. Publicize the successes of adult basic education participants.

c. Inspire readers to write for future issues or for any other purpose.

d. Serve as a model publication that may be adapted by local programs for their specific purposes.

The secondary objectives of the project was to utilize the magazine to enhance public awareness of real adult education students. Particular emphasis was to:

a. Inform elected officials and community leaders of the successes and needs of undereducated adults.

b. Alert community agencies to the availability of adult education programs for their clients.

Three issues of the 12- or 16-page magazine (plus cover) and accompanying Teacher's Guides were produced.

5. Establish and implement ABE linkages with business, industry, vocational and training programs, and/or community service organizations for the purpose of shared staffing, resources, programming, student recruitment and/or job placement and training services. (NOTE: Merely establishing ABE classes in outreach sites, such as libraries, Y.W.C.A.'s etc. is not considered "linkage" in this context.)

"Outreach to Homemakers"

Lancaster-Lebanon Intermediate Unit 13

The Outreach to Homemakers project sought to establish a cooperative linkage between Adult Basic Education programs and EFNEP, Penn State Extension's Expanded Food and Nutrition program. The purpose of the project was to provide training to EFNEP nutrition aides, so that they might be better able to identify and work with undereducated adults.

EFNEP, under the supervision of Penn State Extension, provides nutrition education to low income homemakers, using para-professionals indigenous to the community. These aides instruct homemakers in small groups or in individual homes on nutrition, comparison shopping, budgeting and other life skill areas related to nutrition.

A total of 167 nutrition aides from across the state completed a nutrition survey. The survey included a self-evaluation, an evaluation of client-aide relationships and a needs assessment for additional training or information. The information from the needs assessment was used in identifying goals for the Outreach to Homemakers project.

The project was implemented in five geographic areas of the state. Seventy-two aides living in the five areas were able to participate in some phase of the project. The geographic locations were:

1) the Northwest Counties
2) the Southwest Counties of Fayette, Washington and Greene
3) the Scranton-Hazleton area
4) Lancaster, Lebanon and York Counties
5) Philadelphia County

"Adult Education Linkage Handbook"

David W. Fluke

This project provided local 306 and 310 adult education programs throughout Pennsylvania with a "how-to" handbook designed to assist them in establishing and maintaining linkages with local industries, community agencies, and government offices.

The handbook assists program directors in identifying community resources and how to work with these agencies, and businesses, to supplement funding, and the use of volunteer personnel, facilities, and training programs.

Part of the handbook contains three model linkage newsletters designed to show local ABE personnel how to emphasize the importance of adult basic education to various segments of the community (business, industry, service organizations, and legislators) and to encourage persons in these various community groups to work closely with ABE programs.

As an overview of Linkage principles and practices the Handbook is designed to introduce adult basic education personnel to the concept of linkages while presenting some concrete examples of how to implement linkage programs.

"Volunteers in Public Schools/Adult Basic Education (VIPS/ABE)"

State College Area School District

This project was designed to establish a model linkage between a well-established community service organization and an Adult Basic Education Program. During 1982-83, members of the State College Kiwanis Club were recruited and trained as tutors in the State College Area School District (SCASD) ABE/GED/ESL program. The linkage developed into a one year pilot project titled, "Volunteers in Public Schools/Adult Basic Education/ABE." This successful tutor program will become a permanent part of support to the under-educated adult. The handbook allows ABE directors and community service organizations to establish a similar linkage project.

"Urban Resources"

K. N. Associates

The project addressed the need for increased coordination between urban ABE program outreach efforts and those training and human service programs serving urban areas. An urban resource guidebook was developed describing linkages possible through the coordinated efforts of urban service providers. It was subjected to third-part evaluation and appropriate revisions were made. The main purpose of the guidebook was to provide a training tool for ABE program providers in urban areas and a public relations tool for establishing linkages.

"Franklin Foundation Adult Basic Education Program"

Franklin Foundation, Inc.

Proposed was an educational classroom effort which would teach trainees enrolled in the Franklin Foundation's construction trade skills training program mathematics and reading skills directly related to the trades and which would provide counseling to the trainees in personal problems, employment, education and job readiness.

The program included four (4) components:

- Testing of all trainees to determine educational levels in reading and mathematics at the time of their enrollment into our program

- Development of a curriculum in reading and mathematics which was designed for the trainees' educational levels and was directly related to the construction trade skills they were learning

- Regular and required classroom time

- Counseling in educational, personal and employment areas

The program was beneficial to the trainees under difficult circumstances. The trainees improved in the classroom and work performance. Perhaps most importantly, the trainees' attitudes about education changed in that they began to clearly see a relationship between education, employment, and advancement in employment. Considering the frequent despair and cynicism or many chronically unemployed and functionally illiterate minority youth, the Foundation views this attitudinal change as no small achievement and feels that a number of their former trainees will be motivated to continue their education.

6. Develop a language arts (reading, writing, speaking, English) and/or a consumer mathematics curriculum (strategies, techniques, materials) for the 0-4 level ABE student.

"Development of a 0-4 Consumer Mathematics Curriculum for the ABE Student"

University of Pittsburgh, Johnstown Campus

The intention of the project was to develop a consumer mathematics curriculum for 0-4 ABE students. The curriculum included both techniques and materials that can be packaged, economically reproduced, and distributed to local adult education programs. The mathematical concepts stressed the necessary skills for direct application of the adult in his daily living experiences.

"Coudersport Area Consumer Mathematics Curriculum Guide"

Coudersport Area School District

The Coudersport Area Consumer Mathematics Curriculum Guide is designed for use with 0-4 level ABE students. The Curriculum Guide follows the Noonan-Spradley Diagnostic Program of Computation Skills presentation of a structured sequence of skills.

The emphasis of the Curriculum Guide is on presenting consumer type activities correlated with each computational skill. As each skill is mastered, consumer-based problem solving is introduced to evaluate the student using the math skill in solving common consumer problems.

"Curriculum Development in Language Arts and Consumer Mathematics"

ARIN Intermediate Unit 28

This project was funded for the development of language arts and consumer mathematics curriculums for the 0-4 level ABE student.

Using the five knowledge areas of the Adult Performance Levels as established by the University of Texas, the project, "Learning with Pictures, Signs and Symbols," highlights one subtopic from each area. Within this subtopic, language arts and mathematics skills are emphasized. For instance, within the knowledge area of consumer economics, money is the subtopic. Respectively, the mathematics and language arts skills stressed are counting all coins and reading and writing money words.

This project was specifically designed for the 0-4 level ABE student. A unique characteristic of the project is the use of pictures which are paired with words whenever possible. Reading with pictures as well as with words will enable a non-reading adult to use this project with success and independence.

"Language Arts for Beginners"

Lancaster-Lebanon Intermediate Unit 13

Language Arts for Beginners developed and field tested a language arts and consumer mathematics curriculum for ABE beginners. Since 0-4 level students are for the most part uncomfortable and unsuccessful with standard reading techniques reminiscent of past failures, the project utilized such nontraditional activities as games, puzzles, and other exercises to flesh out the lesson plans suggested in Basic Skills Made Easy, a 310 project funded in 1981-82. It was hoped that it could be proven that while learning could be fun, it need not be demeaning for the adult student. Curriculum specialists prepared: 1) word lists and vocabulary development exercises, 2) word recognition games, 3) tapes to be used in class, 4) math-oriented problem solving activities and games, 5) language development activities, and 6) testing activities, etc. - in fact, all the materials that are needed for the teacher to use the lesson plans suggested by Basic Skills Made Easy.

7. Develop an alternative, cost-effective delivery system, which includes strategies, techniques, materials, for the ESL student. (NOTE: The Pennsylvania Department of Education will not provide funding for the purchase of mobile classrooms, vehicles, or other major capital expenditures.)

"ESL Material Development"

Reading Area Community College

This project was funded to write a teacher's manual of a linguistic approach to basic level English as a Second Language (ESL).

The manual, entitled "A Teacher's Guide to Basic English Language Patterns and Substitutions with Reinforcement Material," is a supplementary resource that was designed to help ESL teachers by providing the wherewithal to teach and reinforce linguistic features of the language. The materials are to be used as "short, interspersed practice" activities, and always in a supplemental role to the primary track of teaching English in a "life skills" context. The theory is that most ESL instructors are trained language teachers who understand the need to underpin "life skill" language immersion with insights (for the students) into how the English language is structured. To grasp this structure, non-English speaking adults need to be exposed to linguistic structure in logical, short, easy, frequent, and reinforced steps.

8. Provide supplementary curricula and ancillary services to improve the employability of chronically unemployed persons enrolled in Pennsylvania Department of Education ABE programs.

"Meeting the Needs of Chronically Unemployed Women Through a Bilingual Newsletter"

Lutheran Social Mission Society

This project involved the production of eight issues of a newsletter focused on employment and corollary issues facing women seeking employment. The newsletter was utilized as supplemental reading material within the classes. Students contributed articles, poems, stories and puzzles. Copies of the newsletter were distributed to local social service agencies as well as within classes.

"Project GET" (Gaining Employment Through Traineeship)

K. N. Associates

This project addressed the need for supplementary curricula to improve the employability of chronically unemployed persons enrolled in Pennsylvania Department of Education ABE programs. The project developed a training manual for adult educators describing an innovative method for gaining access to employment: traineeships. The manual focuses on the "how to" procedures for establishing and fostering successful traineeship experiences. Graduates of a traineeship will gain by having recent work experience on their records and in some cases may be offered permanent employment by their training sponsors.

9. Design effective recruitment strategies and materials geared to reach special target populations, such as the underemployed, chronically unemployed, racial minorities, women, non-English speakers, aging, and handicapped (mentally and physically). Project products should be readily adaptable/adoptable for use by other ABE/GED programs.

"Basic Education Curriculum Manual for Underemployed and Chronically Unemployed Racial Minority Adults"

LaSalle College

The college, based on experience in adult basic and enrichment education in low-to-moderate income minority neighborhoods, developed a Basic Education Curriculum Manual, designed particularly to meet the needs of underemployed and unemployed minority adults. The manual featured world-of-work content, emphasized teaching strategies for group instruction that integrate a wide range of skill levels, and was organized in 20 lessons linked to 8-12 thematic instructional units.

The manual was designed for the adult student whose academic performance is at a basic instructional level. The majority of the materials were tested by the author who used them in a pilot class of unemployed adults in Philadelphia during 1982. Although the manual was compiled to be used in an urban environment with minority students, the materials can hopefully be adapted for use with a broader adult population.

"Curriculum in Employment: A Learning Program for Unemployable Women"

Lutheran Social Mission Society

This project involved the creation of curriculum materials focused on the world of work for adults reading below a fourth grade level and a descriptive manual which describes how the manual was developed and how it can be replicated.

The curriculum materials consist of 26 photographs or stories derived from interviews of women working. Each story or photograph has accompanying language arts activites and discussion questions.

Both the descriptive manual and the curriculum materials are contained in a single booklet.

"Deaf Adults: Their Needs for Life-Long Learning"

Scranton State School for the Deaf

The Scranton State School for the Deaf needed to identify deaf adults and assess their desires for adult and continuing education. A nationally-known consultant was called upon to provide guidance and present motivational forums to deaf adults in six counties of Northeastern Pennsylvania. Since hearing-impaired persons generally have lower reading levels, it was necessary to conduct interviews "through the air." Four interviewers using sign language gathered survey information. A total of 150 interviews were conducted, including persons whose ages ranged between 20 to 83 years.

10.a. Beyond the aforementioned priorities, the Pennsylvania Department of Education will give consideration to proposals that would be unique and exemplary and would contribute to staff development and/or new programming techniques in the field of adult education, such as, but not limited to: the use of high technology to increase efficiency of programs and/or personnel. (NOTE: The Department will not fund the purchase of hardware--a major capital expenditure.)

"Tech-Net"

Central Susquehanna Intermediate Unit 16

The project was designed to produce a series of video tape programs addressing the ABE instructional needs of grade levels 4-8. The video tape series includes script materials capable of being included as newspaper copy. Students were able to follow the video by participating at home using the print materials in their local newspaper. The project uses technology to include a population of hard to reach adults in rural Pennsylvania by bringing ABE into their homes.

"A Systematic Approach to Computer-Assisted-Instruction in ABE/GED"

Shenandoah Valley School District and Schuylkill Intermediate Unit 29

Computer-assisted-instruction has been assessed as an effective means of addressing educational deficiencies of elementary and secondary students. The purpose of this project was to determine if these outcomes can be replicated in meeting needs and interests of adult students. A systematic approval involved a comparison between two classes of ABE/GED students, those receiving computer-aided-instruction (CAI) and those receiving services within a traditional framework for instruction. Outcomes in terms of academic gains and the time required to achieve those gains were used to assess the effectiveness and efficiency of this project.

In a field study, control of factors, or variables, necessary in presenting valid information is difficult. Between group comparisons, ABE classes which had CAI and those without CAI, were not statistically significant due to the variability of scores of ABE students within their own groups. Simply, some students in ABE classes which had CAI demonstrated impressive academic gains over the 200 hours of scheduled instruction while other students shown moderate improvement

While CAI may have a positive effect on instruction, the background and attitude of the students and, perhaps most importantly, actual attendance of the student in classes may be the most significant factors determining outcomes. In order to grasp some insight into the effectiveness of CAI on adult learners a large sample would be required so that intervening variables would be weakened as the main effect.

"High Technology as a Means of Meeting Community ABE Needs in a Time of Cutbacks"

The Center for Literacy, Inc.

The project was designed to facilitate the introduction and integration of a computer system into the operations of an ABE service provider as part of a broad agency revitalization effort which also aimed at publicizing the need for ABE in the community and the services offered by the agency as well as broadening the financial base of support for the agency. Project objectives fell under three broad headings: getting the computer system, training the staff in its use, having the staff actually use it.

b. Beyond the aforementioned priorities, the Pennsylvania Department of Education will give consideration to proposals that would be unique and exemplary and would contribute to staff development and/or new programming techniques in the field of adult education, such as, but not limited to: the implementation and use of literacy councils.

"Recruiting Volunteers for Our Cause"

Moravian College

Moravian College organized a recruitment campaign to obtain college student volunteers for area literacy councils. The campaign structure included: 1) contacting education departments in eastern Pennsylvania colleges and acquainting them with literacy councils, adult basic education, and the purpose of the grant; 2) obtaining agreements from 10 schools to participate in the program; 3) conducting half-day symposiums attended by education majors and faculty. These symposiums included what is adult education, career opportunities in adult education, awareness of linguistics, and opportunities for training as a volunteer with the local literacy council; 4) encouraging the colleges to promote participation by literacy volunteers by awarding academic credit as a field study or by developing a credit course to include the experience.

Although the level of college participation was not achieved, 40 new tutors were recruited, 48 colleges became aware of adult education, and 12 schools formed new linkages with their local literacy councils.

"Quest for Literacy: A District-Wide Commitment"

William Penn School District

This project focused upon the literacy needs in the William Penn School District, which is comprised of six boroughs in Delaware County, Pennsylvania. The project involved close cooperation with the Delaware County Literacy Council, the three public libraries located in the district, and a school district library at the site of the William Penn ABE/GED program. Its principal components were to recruit, select and train at least forty volunteer tutors. The tutors were then assigned to work with at least forty adult students throughout the district in need of literacy competency.

Strategies of awareness and access to available tutorial programs were developed which included the extensive use of community education networks within the district. This process also included the use of technology such as the Cable TV assigned to the school district for purposes of disseminating information and the library sites as centers for training and location of instructional materials.

"Strategics Literacy Development for Pennsylvania"

Pittsburgh Regional Library Center

Six new community-based volunteer literacy councils were developed in counties where adult basic education was not available when the project began.

Local leadership for each council was identified in targeted counties through an extensive network of contacts developed by the Project Director. A "support literacy council" provided continuing assistance to each new council. Local leaders arranged "community awareness" meetings at which the Project Director presented information on illiteracy as a social problem nationally, statewide and locally. The Laubach method of each-one-teach-one was introducted. A date was set by each group for the community's first tutor training workshop.

Local leadership recruited students and prospective tutors, and arranged the workshop. Tutor trainees certified by Laubach literacy action offered 10-12 hour workshops for each new council. The Project Director continued to consult by telephone and on-site visits to assist the new councils in development.

All six councils continued to develop in cooperation with local education agencies and other community organizations.

"Adult Education Volunteer Advocacy Center"

Pieter V. Miller

The Adult Education Volunteer Advocacy Center project developed a unique and exemplary model "advocacy center" for the systematic identification and utilization of Adult Education supporters. Three resource files were developed including the general support file, special services file, and information file. The talented volunteers qualifying, after screening, for the Special Services file were utilized by scheduling speaking engagements, T.V. appearances, and radio talks. Special features included the "minute man" concept, advisory council, and Adult Education month (February) activities.

A comprehensive evaluation included input from the advisory council, advocacy center representatives, and participants in the promotional activities. The completed model was designed for ready application to other local settings.

"Away from the Skill Books: An Alternative Training Module for Volunteer Literacy Tutors"

Delaware County Literacy Council

The goal of this project was to create audio-visual materials for use in training volunteer literacy tutors. The authors, who were experienced trainers, felt that packaged, easy-to-use modules would offer relief to local program trainers and would provide variety and texture to the training session, and ultimately to lesson plans for beginning readers.

Two slide/tape presentations were completed: one on the language experience approach and one on using the newspaper in the reading lesson. These topics were chosen because they introduce volunteer tutors to activities and methods that can be used to supplement textbook instruction with adult reading students.

Eight adult education and literacy programs in southeastern Pennsylvania were consulted during the creation of the products. Many more were involved in field testing and evaluation.

c. Beyond the aforementioned priorities, the Pennsylvania Department of Education will give consideration to proposals that would be unique and exemplary and would contribute to staff development and/or new programming techniques in the field of adult education, such as, but not limited to: programs for special needs populations, for example, the institutionalized, handicapped (mentally, physically), racial minorities, women and non-English speakers.

"An ESL Cottage Industry Education and Employment Program"

This project was designed to provide ESL and life skills to homebound and elderly refugees. Because the traditional mores of this target group dictate that women remain at home during child-bearing years and that elderly men and women be taken care of by younger members of the family, this group has heretofore been difficult to reach. Not only are these homebound people unable to attend traditional educational programs, but they are often supported by tax dollars. Yet, they are the bearers of their particular culture's history, crafts, and folklore. This knowledge and skill, in grave danger of being lost, can add a richness and dimension to our pluralistic society.

Cottage Crafts has addressed both of these issues: 1) providing ESL and life skills training and 2) fostering the continuation of native crafts and folklife. In addition, it has provided an opportunity for cross-cultural awareness between native-born Americans and participating refugees.

"Volunteer English as a Second Language Instructional Program for Non-English"

Catholic Social Services

This Special Demonstration Project had three integral component parts. The instructional aspect provided for English as a Second Language (ESL) services to refugees in the Pennsylvania communities of York and Harrisburg. The training component allowed Catholic Social Services (CSS) to recruit and train volunteers utilizing consultants from Literacy Volunteers of America (LVA) and Laubach Literacy Action (LLA). The comparative research done by CSS describes how both LVA and LLA methods, materials, and human resources can be used in a cooperative effort to deliver ESL services.

The research and project design compiled in the final report indicate that well-trained volunteers are a tremendous asset to existing adult education programs. Evaluations in this report were conducted formally and informally. A summary of the results shows that both the LVA and LLA offer outstanding training programs for tutors. However, they are most beneficial when augmented by continuing in-servicing.

"Handbook of Debt Counseling Strategies"

K. N. Associates

The project sought to contribute to ABE staff development by creating a handbook for adult educators and related personnel, which would assist them in addressing the special needs of students experiencing financial debt problems. A resource search was conducted in order to identify those debt counseling strategies which could be of possible use to ABE program staff. A handbook was then prepared and subjected to third-party evaluation, after which appropriate revisions were made.

"More Effective ABE Instruction for Institutionalized Addicts and Alcoholics Through the Kentucky GED Video Series"

Eagleville Hospital

This project utilized and evaluated the Cambridge/Kentucky Educational Television (KET) GED Series (videotapes, texts, teacher's guides) seeking an increase in effectiveness of ABE instruction to institutionalized addicts and alcoholics at Eagleville Hospital. The multi-media, programmed instructional series was hypothesized to be a motivator for student participation, a teacher tool to help manage class size and individualized instruction needs, and an instructional resource that would increase basic skill performance on the GED test.

The KET GED Series was: 1) an effective motivator for student participation at EH, 2) an effective teacher tool to help manage class size, and individualized instruction needs, and 3) an effective instructional resource to increase performance on the GED certification test.

d. Beyond the aforementioned priorities, the Pennsylvania Department of Education will give consideration to proposals that would be unique and exemplary and would contribute to staff development in the field of adult education.

Project REASON

Central Intermediate Unit 10

Project REASON proposed to develop a unique and relevant problem solving curriculum that could be instituted in local ABE classrooms. It was specifically structured to provide adult educators with new methods and materials by which to effectively teach reasoning skills. Curriculum content was based upon the day-to-day dilemmas faced by ABE students, and specifically includes: 1) an innovative 4-step problem-solving process; 2) eight sample problem modules; and 3) accompanying lesson guides and supplementary visual materials.

"Adult Education In-Service Magazine"

D. W. Fluke

The Adult Education In-Service Magazine was a bi-monthly magazine distributed without cost to all Section 310 and 306 programs in Pennsylvania. It contained articles and stories of an in-service and research nature designed to supplement or replace in-service programs in adult education for which funding is no longer available.

Material was solicited from a variety of sources including the more traditional research organizations (ERIC, AdvancE, etc.) as well as more original research in the field with adult education programs.

The magazine was well received, but not as widely used to initiate local in-service programs as had originally been hoped.

With space and time limitations, etc. each in-service topic was dealt with only in an introductory way with the hope local adult education administrators would use the material as an impetus and resource for their programs.

"Project Second Chance"

Wilson School District

Project Second Chance adapted the curriculum of the Adult Performance Level competency-based high school diploma program to specifically meet the needs of adults who were enrolled in a vocational training program, or employed in the private sector. The project provided the academic portion so that the adults had the opportunity to earn an actual high school diploma from their own school district along with vocational training or in conjunction with their job occupations. The curriculum was expanded to include those skills in reading, writing, computation, problem solving, and inter-personal relations that were pertinent to the students' specific job or training. Project Second Chance can be used as the foundation of an academic program for adults enrolled in a vocational training program or an on-the-job training program. It can also be the academic basis for a high school diploma program with adults who are currently employed but need a diploma for job upgrading. The curriculum emphasizes the use of education in daily life and job situations.

"Adult Education Teacher Training"

Lincoln Intermediate Unit 12

The project was designed to demonstrate the feasibility of and acceptance by adult education staff members of training tailored specifically for adult educators through in-service accredited courses. The classes were offered at a location convenient to adult educators and at hours tailored to suit individuals who maintain careers outside adult education. Not only will the professional competence of the adult educator participants be raised, but the project provided valuable input regarding certification of adult educators.

MINI-GRANTS

Grants up to $5,000 considered for the purpose of supporting a specific need of a local program, which would increase the effectiveness of the ABE program to the benefit of the adult students.

"Success Stories Booklet"

Reading Area Community College

This project was designed to produce a booklet which could be used as a recruitment tool and a public relations vehicle. The Success Stories Booklet (Outstanding Adult Education Student of the Year Awards) exemplifies the Adult Education program statewide. The booklet uses biographical data combined with pictures to portray the adult education student; where he/she came from, and where he/she is going. Promoting adult education through actual student successes stresses the importance of educating the uneducated, proving they can lead productive lives in this changing world.

"Survival Skills Curriculum in Language Arts for 0-4 Level ABE Student"

Harrisburg State Hospital

Since the process of deinstitutionalization has become a reality it was necessary to develop a realistic survival skills curriculum in language arts for 0-4 level ABE students. This project identified 28 predischarge residents in the institution and developed five community resources skills using simple terms for the student to learn and use upon release into the community. A preliminary test was administered to check how skilled the residents were in the five competencies, the curriculum and guide was written, used in the classes, and evaluated. The project will be disseminated to all mental health institutions in the Commonwealth.

"Susquehanna Valley Adult Literacy Cooperative"

Central Susquehanna Intermediate Unit 16

Nine months ago during proposal development, the staff felt that the objectives stated were reasonable and not overly ambitious. No one imagined that the response from the public would be so overwhelming in terms of personal commitment. The staff took advantage of the public commitment to volunteerism and surpassed every objective originally set by the proposal. The staff went on to develop a written pamphlet to advertise the Cooperative and a newsletter that reports the Cooperative's progress to each of its tutors.

It is difficult to measure the cost effectiveness of the Cooperative; but if you consider the state's $5,000 investment and the return of eighty-three tutors with thirty-five students, the cost per person is less than $50 per year. Having acted as an administrator for nine ABE/GED programs for the past four years, I found this literacy program to be one of the most rewarding and cost effective programs of them all. It is my recommendation to anyone reading this report that they consider either developing a literacy component as part of their regular ABE function or consider joining efforts with the literacy agency in their operational sphere.

"Listen, Please"

Lancaster-Lebanon Intermediate Unit 13

Listen, Please! is a low level ESL listening skills curriculum designed to increase the effectiveness of ESL teaching. Its booklets are presented in a programmed, self-instructional format enabling the teacher to individualize learning and thus to assist in solving the perennial problem of ESL students at several different levels in one classroom.

"Innovative Techniques for Teaching Legally Blind and Multiply Handicapped"

Bureau of Blindness and Visual Services
Department of Public Welfare

The bureau staff planned and conducted a training program for rehabilitation teachers and related staff to teach legally blind and multiply handicapped blind adults throughout Pennsylvania. The purpose of the project was to provide educational information and experience-oriented training to staff in innovative techniques of teaching adaptive and coping skills in three major areas: (1) written communication; (2) home management; and (3) personal management.

The training of staff was designed to increase the effectiveness of instruction to "hard-to-reach" clients which would enable them to:

1. Lead independent and productive lives in their homes and communities;

2. Secure and maintain satisfying and gainful employment.

Methods used to reach the objectives outlined in this report were as follows:

1. Six workshops were planned and conducted for sixty-three participants in strategic locations throughout Pennsylvania;

2. A syllabus for teachers of blind/visually impaired adults was developed and published by the Bureau.

The readers of this report who are most likely to benefit from the information contained in these pages are trainers of rehabilitation teachers and related staff who are responsible for planning and/or providing specialized instruction to blind/visually impaired adult students in adaptive skills and techniques of communications and social living.

"Community Linkage"

Wilson School District

The purpose of this project was to establish linkage and an awareness about the newly instituted Adult Performance Level program with local service agencies and industries. This project was to explore effective ways to not only make these services and businesses knowledgeable about the APL program but also to develop a system so that adults who were in need of a high school diploma will know about this alternative program. This purpose was achieved by the development of a workshop and of a multi-purpose brochure. The results of this project will be of interest to any individuals or programs who wish to promote and establish community recognition of their program and its offerings.

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